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ABSTRACT

The present volume is one of a series intended to provide a comparative view of the educational systems of member countries of the Organisation for Economic Cooperation and Development (OECD). The purpose of the series is to assist OECD member countries in the development of their educational statistics and to provide a basis for the collection of internationally comparable statistics. In this volume the educational systems of Canada, Greece, and Yugoslavia are classified by type of education or institution. The information provided for each type includes length of studies, admission requirements, qualifications conferred, organization of studies on a full time or on a part-time basis, and other information of possible interest. Each type of education and institution has also been reclassified under the OECD system from the standpoint of standardized designation and in terms of position on the educational ladder by year of study. Definitions of terms used in the OECD classification are provided as well as a short bibliography which gives sources of information regarding the educational institutions of each country. Related documents are ED 076 465 (France, Norway, Spain) and ED 076 453 (United Kingdom: England and Wales, Northern Ireland, Scotland). (Author/RM)

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CLASSIFICATION OF EDUCATIONAL SYSTEMS

Canada

Greece

Yugoslavia

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CLASSIFICATION OF EDUCATIONAL SYSTEMS

CANADA GREECE YUGOSLAVIA

ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT

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CLASSIFICATION OF EDUCATIONAL SYSTEMS IN OECD MEMBER COUNTRIES

CANADA
GREECE
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ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT

PARIS 1973

The Organisation for Economic Co-operation and Development (OECD) was set up under a Convention signed in Paris on 14th December, 1960, which provides that the OECD shall promote policies designed :

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INTRODUCTION

The present volume is one of a series intended to provide a comparative view of the education systems of all OECD Member countries. It is a complement to the earlier OECD "handbook" for educational planners: Methods and Statistical Needs for Educational Planning which was published in 1967; one of the conclusions of which was the need to establish a "conversion key for all OECD Member countries so that published national data can be readily converted on the basis of the standardized system" as proposed in the above publication*.

The purpose of both the "handbook" and this classification is to assist OECD Member countries in the development of their educational statistics and to provide a basis for the collection of internationally comparable statistics.

In fact, although education is first and foremost a national concern, the problems experienced in the development of educational systems are often similar in a number of countries. For this reason, it may be useful to compare different countries' solutions to specific problems. But for such comparisons to be valid, they must be based on common terms of reference; the statistics must, insofar as possible, have the same meaning in the various countries concerned.

For the statistics published by national authorities to be used as a basis for inter-country comparisons, a classification system and a set of definitions must be adopted which are acceptable and applicable to all the countries interested in making such comparisons.

Efforts have been made in various OECD studies to publish statistics on as comparable a basis as possible; no classification of education systems in their entirety has yet been established. The preparation of such a classification for OECD Member countries was included in the programme of the Committee for Scientific and Technical Personnel which has recently been replaced by the Education Committee.

* This publication was endorsed by the OECD Council "as a suitable framework for the compilation of comparable educational statistics".

The "handbook provides the basic analytical framework and rationale for the classification; the present study shows in detail how the different parts of each country's education system are related to the reference frame in the "handbook". It is intended to be a guide to anyone who wishes to compare or understand the structure of the education system in OECD Member countries.

To establish a conversion key for the different countries, we have to start with the national classification of each country; in principle, only those types of education or institutions which are explicitly treated in national statistics are included. The degree of detail in published statistics varies enormously from country to country, and this explains the divergence in the size of the entry for different countries in these volumes. Where appropriate, and when the information was available, other types of education have also been mentioned.

The next step was to compile maximum information on these different types of education so as to assess them qualitatively. The evaluation criteria included length of studies, admission requirements (i. e. previous schooling), qualifications conferred and the possibility of transfer to other types of education, organisation of studies on a full-time or on a part-time basis, and any other information of possible interest to potential readers.

On the basis of this information, each type of education or institution has been reclassified under the OECD system, both from the standpoint of standardized designation and in terms of its position on the educational ladder by year of study.

Since education is now being extensively reorganised in many countries, the present study attempts to present the existing situation but also to give an indication of changes which have occurred during the past ten years.

While the present classification is valid for the situation at the date mentioned for each country, it may no longer hold for the new educational structures and concepts towards which some countries are already moving: for example, the discontinuance of the notion of levels and grades, continuing or recurrent education, etc. These changes will be taken into account in future revisions of this classification.

Since educational statistics in most countries are still cast in a national mould which reflects traditional administrative needs, it is hoped that this conversion key may help to promote a better mutual understanding of the systems in the different countries, permit the compilation and presentation of comparable statistics and enable each country to identify easily what is covered by each aggregate presented in a particular study.

This classification was prepared for all OECD Member countries by the Directorate for Scientific Affairs of the OECD Secretariat on the basis of available information and was subsequently submitted to the appropriate national authorities for verification and approval. Responsibility for the work in the Secretariat was with Monique Solliliage of the Educational Investment and Development Division, assisted by Randolph Quenum, James Steel and Arne Isachsen.

DEFINITION OF TERMS USED IN THE OECD CLASSIFICATION*

This is a classification by type of education and not by institution providing education. In fact, pupils of the same institution may, depending on the section or options chosen, take a general or vocational course, a course preparing them for higher studies, or a terminal course. Only the different types of education are suitable for inter-country comparison. A case in point is that of the universities: as educational institutions they may provide, in addition to courses leading to the officially recognised first university degree, courses of shorter duration leading to qualifications below first-degree level and comparable to those awarded by higher education institutions not having university status. Conversely, non-university institutions may award the equivalent of a university degree.

Pre-primary

Non-compulsory education preceding entrance into primary education.

Primary

Compulsory general education for all pupils. In systems providing a comprehensive-type education for all pupils which covers all or part of their compulsory schooling, only those years in which there is no differentiation (in the form of subject options) have been regarded as primary education.

General secondary

Education which is not direct preparation for an occupation.

Technical secondary

Education designed as direct preparation for an occupation or trade.

* For further details of this classification, the reader is referred to Chapter IX of Methods and Statistical Needs for Educational Planning, OECD, 1967.

Secondary (a)

General or technical education offers pupils, upon completion, a relatively good chance of continuing their studies in a higher education establishment.

Secondary (b)

General or technical education, after which pupils have little chance of continuing to higher education.

This separation of secondary education into types (a) and (b) seems preferable to the frequently-used division into lower and upper levels or 1st and 2nd cycles because in more and more cases the lower level is common to all pupils (although sometimes composed of different sections) and only at the end of this period do pupils receive final guidance and make definitive choice concerning their future schooling.

Teacher training

Preparatory training for the teaching profession.

Non-university type higher education*

Higher education leading to a specific qualification, often occupational and, unlike the first university degree, generally not offering the possibility of pursuing doctorate or other post-graduate studies.

University type higher education*

The length of the different types of education varies from country to country. It was therefore considered advisable to specify the corresponding years of study in the educational scale so as to permit any regrouping necessary for inter-country comparisons.

* Where it has not been possible to make the distinction between non-university higher education and university higher education as defined here, the level of the degree awarded at the end of the different types of studies has been specified: below first-degree level, intermediate diploma (usually preparatory to first degree), first or basic degree, higher degree (above first degree), doctorate.

CANADA

(November 1971)

Compulsory schooling from the age of 6 to 15 or 16 depending of province

CANADA

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time	Other Information (5)	O.F.C.D. Classification: Type of Education (7)	O.F.C.D. Classification: Years of Study (8)
1. Pre-primary education							
1.1. Nursery school/ Jardin d'enfants	Variable	To be 3 years or over	-	½ day	A majority of these schools are private. In some provinces they require the approval of a provincial authority. These schools are generally included in statistical reports on education. Quebec, Ontario and Manitoba are gradually bringing children of this level into the public school system.	Pre-primary	-
1.2. Kindergartens/ Ecoles maternelles	Generally 1 year	To be 5 years old (in general)	-	½ day (generally)	In the public sector these schools are attached to the primary schools and are included with them in overall statistical reports. There are also private kindergarten schools, and also classes which are attached to private elementary schools.	Pre-primary	-
2. Primary and secondary education					Each province has its own educational system structure. Most of the provinces have a 12-year elementary and secondary period of education but Quebec and Newfoundland have an 11-year period and Ontario 13 (it is expected that this 13th year be phased out). It is now common now		
2.1. Classification used in national statistics							
2.1.1. Elementary education/Enseignement élémentaire		Generally 6 years old		Full time	for transition from one form to another to take place in individual subjects and not in years of study; consequently a distinction in years of study is less meaningful.		
- Quebec	7 as from 71/72: 6				In national statistics however the year as a kindergarten and the first 6 years of study are classified as elementary education and the years of study thereafter come under secondary education.		
- British Columbia	7						
- Other provinces	6						
- Canada (total)	6						

CANADA

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2.1.2. Secondary education/Enseignement secondaire		Satisfactory completion of last year elementary	Certificates awarded (after completing last year of high school, which differs from province to province) fall mainly into two categories: 1) Secondary leaving certificates; 2) Matriculation examination, giving admission to university. The "junior" matriculation examination entitles pupils to enrol in a university and attend the general 4-year course in Alberta and Saskatchewan and in the majority of Ontario colleges where a pupil in the "senior" matriculation examination is necessary. In other provinces university courses are 3 year courses for holders of the certificates.		Elementary cycle also includes a small number of pupils enrolled in special "auxiliary" classes and secondary cycle, those special classes providing a vocational education with commercial bias but generally excludes pupils enrolled in 11th year of study in secondary schools of New Brunswick and British Columbia who in fact pursue university level studies. Elementary and secondary level instruction can be provided either in the same school or in two separate schools. Similar secondary education may include only general subjects or include vocational, technical, commercial or agricultural subjects. The curriculum of commercial and vocational schools is devised in such a way as to conjugate pupils' general education and at the same time prepare them for employment. Schools are classified as follows: 1) Public schools (including denominational separate schools) operated by school boards; 2) Provincial schools run or administered by provincial authorities; 3) Federal schools: schools for Indians and schools run by the [illegible] boards and schools [illegible] pupils whose parents are in the armed forces; 4) Private schools. The division between elementary and secondary education is not clear-cut across the country. In actual fact the curriculum in most provinces falls into three cycles: primary, 1st cycle secondary, 2nd cycle secondary, as shown on file. This division must itself have really to attain national uniformity than the provincial divisions.		
2.1. Classification for purpose of international comparison							
2.1.1. Primary/ Primaire	6					Primary	1st
2.1.2. 1st cycle secondary (Junior High School/Secondaire 1er cycle	Generally 3					Secondary 1st	1st
2.1.3. 2nd cycle secondary (Senior High School/Secondaire 2ème cycle	1-3 or 4 according to province					Secondary 2nd	2nd or 3rd

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2.3. Secondary educational establishments particular to Quebec					These various types of establishments are disappearing as the reform law aiming at a comprehensive secondary school offering a variety of options for all is implemented.		
2.3.1. Classical colleges/Collèges classiques	8	Completion of elementary education	Baccalauréat ès art	Full time	This is a continuous course covering the 4 years of secondary education and 4 years of higher education and is in general taken from 1st year. Nevertheless there is a tendency to admit pupils who have completed secondary school to 5th year. Classical colleges are private subsidised institutions. The 1st level is gradually becoming part of the comprehensive secondary course and the 2nd level part of the CEGEP course.	First 4 years: General secondary (a) Last 4 years: Higher University	8-15
2.3.2. Trade schools/Ecoles de métiers							
(i) Trade courses/ Cours de métiers	2	Completion of elementary education	Leaving certificate	Full time	These courses have been replaced by optional, vocational and technical type subjects in the 7th and 8th year in the regular school system and represent 1/3rd of the course.	Technical secondary (b)	8-9
(ii) Technical courses/Cours techniques	2	Completion of trade course or 9th year of general studies	Leaving certificate	Full time	These courses will be replaced by optional technical subjects (offered within the comprehensive secondary school curriculum) which all pupils will be required to study for at least 1 hour a week during the 9th, 10th and 11th year of study.	Technical secondary (b)	10-11
2.3.3. Intermediate domestic economy schools/Ecoles moyennes d'économie domestique	4	Completion of elementary education	Leaving certificate	Full time	The home management courses provided in these schools will become part of the comprehensive secondary school curriculum.	Technical secondary (b)	8-11
2.3.4. Family institutes/Instituts familiaux	3	Completion of 9th year of general studies	Leaving certificate	Full time	Domestic economy courses run in these schools during the first 2 years will also become part of the comprehensive secondary school curriculum.	Technical secondary (b)	10-12

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2.3.5. Intermediate and regional agricultural schools/ Ecoles moyennes et régionales d'agriculture	2 or 3	Completion of elementary education	Leaving certificate	Full time	Subjects taught in these schools will become optional subjects in the new comprehensive secondary school curriculum.	Technical secondary (b)	8-9/10
3. Special schools/ Ecoles spéciales	Variable	Variable	Variable	Full time	These schools, as for example those for deaf and blind children, are run either by provincial authorities or are private and subsidised by the province.	Special	Variable
4. Vocational and technical education/Enseignement professionnel et technique					There are three main types of state establishments of vocational training and education in Canada. Firstly there are the technical institutes and related establishments. Secondly there are secondary technical and vocational training schools and comprehensive schools which are generally run by local or regional school boards. Thirdly there are the trade schools and establishments associated with those run by provincial ministries. In addition to these vocational training courses without educational establishments proper, e.g. there are also apprenticeship training schemes, the training of vocational teachers, training of nurses and training schemes run and subsidised by public administration which take place in commercial and industrial firms.		
4.1. Publicly-sponsored post-secondary technical courses/Cours techniques post-secondaires publics /For more details, see 7.1./	1-4 but generally 2 or 3 years	Minimum requirement is secondary leaving certificate or equivalent	Certificates leading to posts as technicians in a specific sector of employment. In some cases courses taken for a diploma in a technology programme may be accepted for university credits.	Full time and part time	These courses are held in the following provincial educational establishments: - British Columbia: one institute of technology and several regional community colleges operated by consortiums of school boards; - Alberta: two institutes of technology, several public colleges and three vocational and agricultural colleges;	Higher non-university	13/14-15/16 13/14-14/15

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					- Saskatchewan: a technical institute and an institute of applied Arts and Sciences; - Manitoba: community colleges; - Ontario: regional colleges of applied Arts and Technology (CAAT); - Quebec: colleges of general and vocational education (CEGEP); - Other specialised institutions such as: agricultural colleges, colleges of art, the Nova Scotia Land Survey Institute and the Newfoundland College of Fisheries, Marine Engineering and Electronics. Some establishments which are basically trade schools provide one or two programmes at the post-secondary level as, for example, the Keewatin Community College of The Pas, Manitoba which offers a programme in Mining Technology. Others, such as the CAAT in Ontario or the College of Trades and Technology in St. John's, Newfoundland offer training at both levels in varying proportions. Besides these courses a great number of establishments provide a 1-year preparatory course for pupils who have not reached the required academic standard. No clear distinction between post-secondary technical commercial or applied art courses and courses providing specialisation in one particular trade has been established for the whole of Canada. Some vocational training establishments whose main aim is not to provide a technical training do offer courses of up to 1 year and require a secondary leaving certificate. In view of the nature of the work for which they train students these courses have not been classified as "post-secondary".		

CANADA

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					Post-secondary vocational training courses are in reality those which generally lead to the diploma (or certificate) in technical studies or a diploma (or certificate) in applied arts enabling the holder (commonly called a technician) to enter employment at a semi-professional level mid-way between the level of the skilled workman and the university graduate.		
4.2. Technical, vocational and composite high school/ Ecoles secondaires professionnelles, techniques et polyvalentes	Variable	In general, completion of 8th or 9th year of study	Variable	Full time	These schools are generally under the supervision of the local or regional school boards. Preparatory training courses leading to qualification in a specific occupation and some general training courses enabling students at the same time to complete a general course of study are provided in these schools. There are graded courses, and special courses given subsequent to high school completion. In some provinces the vocational training courses are included in the secondary education curriculum. Those secondary schools providing mainly vocational training are commercial schools and technical or vocational training schools. Comprehensive schools, as the name indicates (with the exception of Saskatchewan where the term has a different connotation) provide both general and vocational training. Equally, some non-comprehensive secondary schools offer a limited number of optional subjects such as agriculture and more commonly shorthand and typing courses. Schools may provide these "occupational" courses for pupils who do not show any particular ability in the general course or in learning a specific trade. Pupils do not acquire any particular skill until perhaps their 3rd year of study but the fact that they continue attendance at the school will help them to adapt to working life more	Technical secondary (b)	3-4 (c) 1-5 for annual courses

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					easily. Special 1 or 2-year vocational training courses are provided by some schools for pupils who have completed their secondary studies. The following specialist fields may be distinguished: - Agriculture and other basic industries; - Applied arts; - Business and commercial; - Building occupations; - Medical and community services; - Personal services; - Other industrial and mechanical trades; - Introductory technical courses.		
4.3. Publicly sponsored occupational courses/ Cours publics de formation professionnelle 4.3.1. Trade schools, training centres and related institutions publicly sponsored/Ecoles de métiers, centres de formation et etablissements connexes sous régie publique - Full-time training - Part-time training	1-3	Completion of secondary studies generally to 10th year level. Candidates lacking the required academic standard and who are no longer of compulsory school age and certain adults can attend complementary courses in vocational training centres before enrolment in a particular course.		Full time Part time	Before 1967-68 the statistical model on training at this level was designed to serve the purposes of a federal-provincial manpower training programme, and no allowance was made to distinguish between training conducted in formal educational establishments and training-on-the-job where the unemployed were placed for instruction in the private sector. This procedure was discontinued and this study is now concerned on the one hand with candidates enrolled in public trade schools, vocational training centres and other similar establishments and on the other hand the number of candidates who have successfully completed in-service training or who have attended a systematic course designed for industrial workers and financed by public funds. They do not include however courses in designated trades which require a period of an apprentice indenture. In Nova Scotia the regional vocational schools are part of the whole educational system and provide 2-year courses. They fulfil the role of the vocational high school but are not part of the secondary school system. The	Complementary education	

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4.3.2. Public training and retraining courses in commerce and industry/Cours publics de formation, de recyclage et de reclassement dans le commerce et l'industrie				Full time and part-time	commercial course is the only vocational programme offered in the framework of the public high school. Such also is the case in Newfoundland where the district vocational training schools cater for a great number of pupils who would normally attend technical or vocational secondary schools if there were any such establishments. On the other hand the trade schools of Quebec which were not formerly part of the secondary school system now come under the supervision of the school boards responsible for secondary education, cf. 3.1. Schools in some provinces run part-time evening classes. Only a few of these courses are of the vocational training type. These are often refresher courses for people already in employment who wish to improve their techniques and methods. An agreement between government and commercial or industrial firms has enabled people who are unemployed or handicapped in any way and who cannot attend a trade school or vocational training centre course to obtain training by working on a machine or by active participation in production of goods or services. In some cases such people receive theoretical instruction before being introduced to the application of production methods. Many firms besides, run their own training courses. There are also agreements in effect between the federal government and private industry to train or retrain employees who would face lay-off because of technological and social change if training in new techniques of old skills or retraining in new skills were not effected. Some provinces have their own similar programmes or supplement the federal programmes where employees do not fully qualify for federal support.		

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4.4. Apprenticeship/Apprentissage	3-6	To be at least 16 years of age and meet certain minimum academic requirements and be under contract with a firm	Vocational proficiency certificate	Full time or part time	These public training courses are designed only for apprentices who are under contract to learn a specialised trade during their employment and occasionally attend classes in theory. The length of apprenticeship varies with the trade and the province in question. It may be much reduced in cases where account is taken of the professional experience acquired and training courses attended before entering employment. The aim of the pre-apprenticeship training courses (held before registration and entering into a contract) is to teach those pupils, who have shown potential to complete an apprenticeship course successfully, the basic principles of a trade. The apprenticeship system in Quebec is different from that in other provinces. There is no apprenticeship under contract in Quebec with the exception of a few trades (e.g. printing). The apprentice first of all attends a full-time course in a set specialist field for 6 months to 2 years before starting work as an apprentice. These courses are run by the provincial trade schools and the apprenticeship centres. In some provinces there are also several private schemes.	Technical secondary (b)	
4.5. Training of vocational teachers/Formation des professeurs de l'enseignement professionnel	1-2	Requirements vary according to the length and type of course (see below: training of teaching staff)	Proficiency certificate in vocational teaching	Full time	Training is provided in various ways depending on the province concerned. The four Atlantic provinces have pooled their resources in order to create a training-centre for vocational teachers.	Generally higher non-university	

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4.6. Private vocational schools/ Ecoles privées de formation professionnelle	Variable	Variable	Leaving certificate showing specialist subject studied	Full time and part time	These schools offer training in specialist fields.	Technical secondary (b) and higher non-university	
4.6.1. Private business colleges/ Colleges commerciaux privés					These colleges offer shorthand typing and book-keeping courses.		
4.6.2. Private trade schools/ Ecoles de métiers privées					A great variety of general vocational courses are provided here. There are also correspondence courses.		
4.7. Training of nurses/Formation professionnelle des infirmières					There are two main types of establishments in Canada which provide training in nursing for pupils who have completed secondary school, viz. universities and schools of nursing qualified to deliver the certificate.		
4.7.1. Schools of nursing/Ecoles d'infirmières	2-3	To hold a secondary school certificate	Certificate in nursing	Full time	Professional training outside universities is usually given in hospital schools and to those sections of technical institutes and equivalent institutions providing courses leading to the diploma in nursing. The course generally offered in these schools is one including theoretical studies and practical work but some schools are at present experimenting with 2-year courses with the emphasis on theory rather than on practice. The tendency to restrict the training of nurses to educational establishments rather than hospitals is becoming more and more marked. The initial vocational training leading to the certificate takes place in regional nursing schools or sometimes in post-secondary education colleges. Most of the universities now run courses leading to a bachelor of nursing or a bachelor of nursing science (1st university degree level)	Higher non-university	

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					This course is open to students who do not hold a nursing certificate but some universities also accept nurses trained in hospitals attending supplementary courses of 2 year's duration usually in order to obtain their university degree.		
4.7.2. Nursing ansistants/Ecoles pour aides-infirmières	Variable		Nursing assistants certificate	Full time	Certificate holders from these schools can enrol in the appropriate provincial establishment except in Newfoundland and Quebec who do not have any law to this effect. An auxiliary nurse's first registration takes place after an examination or the obtaining of official permission and depending on the province in question.	Technical secondary (b)	
5. Teacher training/ Etablissements de formation des enseignants					Each of the ten Canadian provinces has its own criteria regarding teachers' qualifications,therefore the training course have evolved in relation to these requirements. As a general rule, however, primary school teachers are trained either in teacher training colleges or in faculties or departments of education and secondary school teachers are trained only in the latter.		
5.1. Teacher training colleges/ Ecoles normales	1-2 except in Quebec	Variable	Elementary school teacher's certificate	Full time	These colleges exist only in the four provinces which appear opposite (Col. 1). In the other six both primary and secondary teacher training takes place in the faculties or colleges of education. In the future most teachers' colleges will be incorporated in the universities.	Higher non-university	12-13/14
- Nova Scotia					In Nova Scotia, there is no plan to integrate teachers' colleges with the universities as is the case in the other provinces. But the programme which is now of 2 years duration after senior matriculation will include an optional third year. In 1971-72, there will be students in all three years, but no increase will		

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					take place in enrolment. The expected drop in the 1st year enrolment offsets any increase due to students who may remain for the 3rd year.		
- New Brunswick					In New Brunswick, all teacher training will take place in universities by 1972-73.		
- Quebec					The emerging pattern in Quebec is for students to first complete the 2-year academic programme in a "collège d'enseignement général et professionnel" (CEGEP) and then to go to university for teacher training. Ten "écoles normales" were absorbed by other institutions between 1969-70 and 1970-71. Six more were absorbed before the beginning of 1971-72. This leaves only five "écoles normales" for 1971-72. It is assumed there would be only two in operation by 1972-73.		
- Ontario					In Ontario, a minimum of one teachers' college, and possibly three more, will be integrated with the university system by this fall (1971). In this report it has been assumed that four teachers' colleges would be absorbed by the time the current academic year (1971-72) begins and that only six would remain. A much lower enrolment of 3,600 is estimated as compared with 6,652 for 1970-71. Some of the drop is expected on the basis of the assumed loss of four institutions from the ranks of teachers' colleges. A second consideration, which is perhaps more basic, is that admission requirements are being raised as of this fall (1971) from grade 13 to completion of 1st year of university. It is felt that the raising of entrance requirements will result in a much lower number of applications this fall to the teachers' colleges of Ontario. Some recovery is anticipated for 1972-73		

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification: Type of Education (7)	O.E.C.D. Classification: Years of Study (8)
					with more students having prepared themselves for admission. Accordingly, a figure of 5,400 is forecast for that year. In passing, it should be noted that only persons with a university degree will be accepted for teacher training in Ontario from 1973-74.		
6. Adult education/ Perfectionnement des adultes					Adult education in Canada is provided by a great number of public and private bodies. Courses for adults are offered by school boards through their evening programmes, by universities and colleges publicly supported, trade schools and adult vocational centres, private schools, professional associations, voluntary organisations and provincial or federal government departments and agencies. Courses range from basic education to continuing education for the professions. General professional enrichment or avocational courses are also very popular.	Complementary	
7. Higher education/ Enseignement supérieur							
7.1. Non-university type institutions of post-secondary education /See 4.1.7 British Columbia - District colleges - Regional colleges - Institute of technology - Religious colleges	1 to 3 years	"O" level or senior secondary leaving certificate (junior or senior matriculation) depending on the province. Requirements are lower however in the case of students over 18 who have shown themselves to be more mature.	Final vocational certificate or general certificate giving admission to university (Quebec) or enabling holder to continue university studies (other provinces)		This term generally describes establishments which do not provide complete programmes leading to university degrees. They are either part of a university or independent establishments. At present the tendency is for them to become complete post-secondary colleges of education offering technical and other training as well as permanent adult education courses and courses equivalent to 1st year university studies. Some colleges provide a complete university and vocational course or offer only one of these. Others only provide courses leading to one	Higher non-university	

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
Prairie Provinces (Alberta, Manitoba, Saskatchewan) - Community colleges - Colleges of agriculture - Institutes of technology - Religious colleges Ontario - Colleges of applied art and technology (CAATs) - Ryerson Polytechnical Institute (to be degree granting from 1972-73) - Ontario College of Art - Various public and private colleges Quebec - CEGEP (colleges of general and vocational education) - Various private colleges Atlantic Provinces (Newfoundland, Prince Edward Island, Nova Scotia, New Brunswick) - Holland College - Technical institutes - Various public and private colleges					particular professional category. Emphasis is put particularly on learning rather than on research. These colleges are either public establishments or private establishments subsidised by government or private institutions where selection is generally must stricter. These colleges are named differently according to each province - the main types are listed in Column 1. The CAATs of Ontario have three main divisions: technology, commerce and applied arts. Minimum requirements for admission to the 3-year course are a pass in 12th year examinations held on completion of 4 years of the 5-year secondary course. A 12th year certificate obtained on completion of the 4-year course is a necessary requirement for admission to the other courses. The CAATs do not provide courses which are parallel to those in universities. The CEGEPs of Quebec have been created recently and embrace classics colleges and various other establishments. The majority of these are French speaking. They are run exclusively by the province and in contrast to the other provinces students do not have to pay any fees. A 2 to 3 year course leading directly to a particular profession and a 2-year pre-university course in preparation for the college diploma required for university entrance, are provided.		

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
7.2. Universities/ Universités - courses leading to 1st degree	Generally 3 years after senior matriculation and 4 years after junior matriculation for the pass degree and in some provinces 1 more year for the more specialised honours degree	Quebec: since 1967 completion of CEGEP, formerly ordinary level or senior secondary leaving certificate (junior or senior matriculation). In the Eastern provinces and in British Columbia the junior matriculation obtained after either 11th or 12th year in school. In Ontario and the Prairie provinces, the senior matriculation is required with certain grades in specific subjects. Moreover, for admission to some professional faculties such as law, medicine, dentistry, students are required to have completed 2 years of post-senior matriculation studies.	Bachelor's degree or first professional degree	Full time or part time	The universities in each province more or less reflect the two major cultures which together form Canada. Each university determines its own entrance requirements depending on the school leaving certificates awarded in any one province but the certificates awarded in another province are considered as approximately equivalent qualifications. Those establishments qualified to confer academic awards are considered universities. Universities are generally divided into undergraduate faculties which in turn are divided into departments specialised in one subject. The work of graduate students is generally carried out in a faculty or school reserved for them where they work under the supervision of the teaching staff of their department. Generally speaking university entrance is oper to all candidates who possess the necessary entrance requirements. In some cases, however, where for instance there are not enough places available a selection system is brought in whereby the minimum entrance requirements are raised. Students enrol in one particular faculty but can attend courses in other faculties.		

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
- studies leading to Master's degree	1 year after obtaining an honours degree or 2 years after ordinary degree (pass degree)	Approved Bachelor's degree	Master's degree	Full time or part time	The course and thesis subjects are selected for each student after consultation with the head of department where the Master's degree is studied. The question of balance of studies between research and lectures is also settled. Students are usually required to produce a thesis but this can be replaced in special circumstances by a written account of personal research or by a dissertation. If no thesis has been presented within 1 to 4 years the student must leave the university.		
- Doctorate course	3 years for holders of a Master's degree. 5 years or more for others.	Generally speaking Maîtrise with distinction (70 to 80%). In exceptional circumstances the Bachelor's degree with distinction or those students who have completed 1 year of studies for a Master's degree but have not presented a thesis. Inspection of university record for all. In some cases a fitness examination in higher studies in specialist subject.	Doctorate	Full time or part time	Candidates are generally required to propose their own course of study and research project, after consultation with the head of department, and these must be approved by the principal of the graduate school and by a committee of three members who are responsible for the supervision of their work. The number of courses which are to be attended is not set beforehand but students are generally required to choose one main course in their chosen specialist subject and two secondary courses in related subjects. During his studies or before presenting his thesis the student must sit a written and oral examination known as the candidature examination and this determines whether or not he will pursue his studies. The thesis, which is compulsory, must represent a valid contribution to knowledge in his field and be an original work. Should the thesis be refused, candidates have between 6 months and 1 year to revise it. They are not generally presented more than twice.		

Fields of Study	O.E.C.D. Classification
Agricultural science/Agriculture	Agriculture
Architecture/Architecture	Architecture
Arts and letters / Lettres:	
Ancient Near Eastern studies/Histoire antique du Proche-Orient	Humanities
Art and archaeology/Arts et archéologie	"
Asian studies/Etudes orientales	"
Classics/Humanités classiques	"
East Asiatic studies/Etudes de l'Extrême-Orient	"
English/Anglais	"
Fine Arts/Beaux-arts	Fine Arts
French/Français	Humanities
German/Allemand	"
Greek/Grec	"
Hebrew/Hébreu	"
History/Histoire	"
International studies/Relations internationales	Social Sciences
Islamic studies/Etudes islamiques	Humanities
Italian/Italien	"
Latin/Latin	"
Medieval studies/Etudes médiévales	"
Modern history/Histoire moderne	"
Modern languages/Langues vivantes	"
Modern Near Eastern studies/Etudes modernes du Proche-Orient	"
Near Eastern studies/Etudes du Proche-Orient	"
Oriental languages/Langues orientales	"
Philosophy/Philosophie	"
Romance studies/Etudes romanes	"
Russian/Russe	"
Religion/Religion	"
Soviet and East European studies/Etudes soviétiques et d'Europe orientale	"
Spanish/Espagnol	"
Theatre/Théâtre	Fine Arts
Theology/Théologie	Humanities
Social science / Sciences sociales:	
Agricultural economics/Economie agricole	Social Sciences
Anthropology/Anthropologie	"
Business administration/Administration et gestion	"
Canadian studies/Etudes canadiennes	"
Counselling/Conseils juridiques	"
Criminology/Criminologie	Law
Demography/Démographie	Social Sciences
Economics/Economie	"
Educational psychology/Psychologie de l'enseignement	Humanities
Geography/Géographie	Social Sciences
Political science/Sciences politiques	"
Sociology/Sociologie	"
Psychology/Psychologie	Humanities

Fields of Study	O.E.C.D. Classification
Science / Sciences:	
Bacteriology/Bactériologie	Pure Sciences
Biochemistry/Biochimie	"
Biology/Biologie	"
Biophysics/Biophysique	"
Botany/Botanique	"
Conservation biology/Biologie conservatoire	"
Entomology/Entomologie	"
Food science/Sciences alimentaires	Agriculture
Genetics/Génétique	Pure Sciences
Life science/Paléontologie	"
Microbiology/Microbiologie	"
Physiology/Physiologie	"
Zoology/Zoologie	"
Chemistry/Chemie	"
Astronomy/Astronomie	"
Geology/Géologie	"
Geophysics/Géophysique	"
Mathematics/Mathématiques	"
Metallurgy/Métallurgie	Technology
Statistics/Statistiques	Social Sciences
Oceanography/Océanographie	Pure Sciences
Meteorology/Météorologie	"
Engineering/Génie	Technology
Computer science/Informatique	"
Commerce/Commerce	Social Sciences
Dentistry/Médecine dentaire	Medical Sciences
Applied science/Sciences appliquées	Technology
Canon law/Droit canon	Humanities
Chiropody/Chirurgie pédicure	Medical Sciences
Education/Education	Education
Fine and Applied arts/Beaux-arts et arts appliqués	Fine Arts
Fisheries/Pêche	Agriculture
Forestry/Sylviculture	"
Household science/Arts ménagers	Social Sciences
Interior design/Décoration d'intérieur	Fine Arts
Journalism/Journalisme	Social Sciences
Law/Droit	Law
Library science/Bibliothécaire	Humanities
Medicine/Médecine	Medical Sciences
Music/Musique	Fine Arts
Social work/Assistance sociale	Social Sciences
Theology/Théologie	Humanities
Veterinary science/Médecine vétérinaire	Agriculture
Nursing/Infirmière	Medical Sciences
Occupational therapy, physiotherapy/Ergothérapie et physiothérapie	"
Optometry/Optométrie	"
Pharmacy/Pharmacie	"
Physical and Health education/Education physique et hygiène	Education

Teachers	Place of Training	Length of Study (in years)	Other Information
1. Primary and Secondary Education (including pre-primary classes)			The requirements necessary to enter the teaching profession vary from province to province.
1.1. Newfoundland - All grades of school	Universities	1 - 7	Both primary and secondary teachers are required to hold: 1) A "provisional certificate" obtained either on completion of a 6-week course in the summer school of the Education Department (this school was abolished in 1969), or on completion of two courses of a 1-year study course leading to a university degree other than education. This certificate which at present is valid for 2 years will not be delivered after 30th June, 1972. 2) An "A-certificate" obtained after successful completion of 4/5ths of a 1-year teacher training course. 3) A 1-7 grade certificate awarded for grade 1 after 1 year of teacher training including an English course and at least one full course in education, and for grade 7 after 7 years of university study on completion of which a degree in education and a Doctorate, or two Master degrees or one Master's and two pass degrees or one Master's and one pass degree are awarded. If one of these degrees is not in education candidates are required to have completed 1 year of teacher training or five full courses in education. Requirements necessary to obtain intervening grade certificates vary between these two extremes. Holders of "A" certificates or Grade 1-7 certificates are appointed as permanent members of staff. 4) Temporary 4-7 grade certificates awarded for grade 4 teaching after 4 years of university studies leading to a degree in a subject other than education and for a grade 7 after 7 years of study plus a Doctorate or two Master's degrees or one Master's and two pass degrees neither of which is in education. These certificates are valid 5 years provided that the holder successfully completes at least one full course in education before the beginning of each teaching year. Teaching staff are appointed on a permanent basis once they have successfully attended four courses on education concerning the temporary grade 4 certificate and five courses for other grades. As from 1st July, 1972 a new classification scheme for teachers will be introduced particularly concerning the 1st certificate awarded to new teachers which will be a grade 2 certificate awarded after 2 years of teacher training. The degree of Bachelor of Education will be required in order to obtain the grade 4 certificate and all 1st certificates will be awarded on a provisional basis, becoming permanent only on completion of 2 years of teaching.
1.2. Prince Edward Island - All grades of school	Universities	2 - 5 or more	Both primary and secondary teachers are required to have: 1) An "A" certificate awarded after 2 years of university studies, one of which is devoted to teacher training. The certificate cannot be considered as permanent and is awarded to students who have completed the teacher training but have failed one or two courses.

Teachers	Place of Training	Length of Study (in years)	Other Information
			2) A 1-6 grade certificate awarded for grade 1 after 2 years of university studies, one of which is devoted to teacher training and for grade 6 to holders of a university degree who have completed 1 year teacher training and have obtained a recognised Master's degree. Requirements necessary to obtain certificates in intervening grades vary between these two extremes. These certificates which are valid for 2 years become permanent once the holder has successfully completed 2 years teaching.
1.3. New Brunswick	Teacher training college and university	2 - 5 or more	Holders of any of certificates mentioned below can teach the grade (or year of study) for which they hold the relevant certificate, with the exception of second type of 2 certificate. 1) Certificate 2 is awarded firstly to students who hold the 12th grade leaving certificate of New Brunswick and have completed 2 years of study (academic and practical) of a teacher training course and secondly, to holders of the same 12th grade certificate 1 with 5 years experience and the title of Journeyman and who have completed a year's teacher training. In the latter case they can teach only the industrial and commercial subjects taught in secondary schools. 2) Certificates 3 to 6. For certificate 3 candidates must be holders of certificate 2 and have completed a further year of university studies (five full courses) and for certificate 4 have certificate 3 and a Master's degree in arts, science or education. All certificates are awarded on a permanent basis. 3) Fitness certificate awarded to holders of a degree obtained after 4 years of university studies and who have completed a summer teacher training course, is valid for 5 years. After two further summer courses and a year in teaching, these teachers can obtain certificate 4. This system ended on 31st December, 1971. 4) Reciprocal fitness certificate (for candidates who have completed studies outside New Brunswick) awarded to holders of the secondary leaving certificate of another province who have completed at least 2 years of post-secondary studies beyond the programme of studies considered equivalent to the New Brunswick 12th grade certificate. This certificate is valid for 1 year and may be replaced by a permanent certificate after 1 year in teaching.
1.4. Nova Scotia - All grades of school	Teacher training college and university	1 - 7	In order to become a teacher candidates are required to hold a 2-8 class certificate. The class 2 certificate is awarded to students who on completion of "senior immatriculation" (12th year of studies) have completed 1 year of teacher training or to those who after junior immatriculation (11th year of studies) have completed 1 year of university studies and 1 year teacher training. Class 8 certificate is awarded to holders of a Doctorate in a field of study related to primary or secondary teaching in Nova Scotia or who have a Doctorate in education and have completed 1 year of teacher training. All certificates are valid for a period of 3 years and can be made permanent after 3 years of teaching.

Teachers	Place of Training	Length of Study (in years)	Other Information
			Certificates and special authorizations are awarded in the following fields: fine arts, business training, guidance, domestic economy, industrial design, music, physical education, primary education, education for the deaf, vocational education.
1.5. Quebec	CEGEP plus university	1 - 5 or more	Certificates are awarded according to the diplomas candidates hold (1st degree, Master's degree, Doctorate, etc.) and their professional training as teachers, qualifying them to teach at a specific level: pre-primary and primary (1st to 6th year of study), secondary (7th to 11th year of study), or CEGEP (12th to 13th year of study). A new list of teaching certificates and authorizations is being drawn up. Requirements necessary to obtain a "teaching certificate" are as follows: 1) CEGEP degree and a degree in education (B.Ed.) obtained on completion of a 3-year university course undertaken after 13 years at school. 2) 1st degree (academic) or Master's degree, licence, Doctorate, etc. and 1 year's teacher training in a university faculty of education. 3) A CEGEP degree and 1 year teacher training at university: this is required only for primary and temporary teaching. The new "teaching certificate" is awarded for a probationary period. It is valid for a period of 5 years and can become a permanent certificate after 2 years teaching. Specialised degrees (advisors, librarians) are awarded generally only to holders of a permanent basic degree who have acquired a certain amount of experience.
1.6. Ontario			
- Primary teaching (1st to 10th year of studies)	University	1 - 2	General conditions: completion of 13th year of studies and 1 year of a course leading to an academic award in a recognised university and 1 year of teacher training. As from 1st September, 1973: university degree and 1 year teacher training required.
- Secondary education (9th to 13th year of study)	University	3 - 4 or more	Type B certificate: candidates must have a recognised university degree and have completed 1 year of teacher training. Type A certificate: university degree made up of 60 credits, a number of which must be in specified specialist subjects and 1 year of teacher training.
- Vocational subjects (9th to 12th year of studies)	University or teacher training college	1	Type B certificate: completion of 12th year of studies, recognised professional experience and completion of 1 year's teacher training (or two 7-week summer courses). Type A certificate: hold a permanent type B certificate and have completed 13 years of study including English or French or equivalent and have attended two 5-week summer courses in teacher training or hold a university degree in science, architecture or nursing, have recognised professional experience and have completed 1 year's teacher training (or two 5-week summer courses).

Teachers	Place of Training	Length of Study (in years)	Other Information
- Practical subjects of vocational course in secondary schools	Teacher training college		Same conditions as corresponding certificates required for teaching of vocational subjects.
- General subjects of vocational course in secondary schools			Type B certificate: candidates are required to hold a permanent certificate qualifying them to teach in an Ontario primary school, and to hold a certificate in special education with the "secondary school" option and have taught for 5 years in Ontario. Type A certificate: a permanent assistant secondary teacher's certificate is required or a certificate of specialist in special education with the "secondary school" option plus 2 years teaching of general subjects of vocational course.
- Vocational commercial subjects (9th to 12th year of study)		1	Type B certificate: candidates must meet university entrance requirements, have commercial experience and have attended two or three 5-week summer courses in teacher training. All certificates are delivered on a provisional basis. They are valid for 5 years and may be made permanent after 2 years teaching.
1.7. Manitoba	University		Various requirements necessary to obtain the certificates are as follows:
- 1st to 9th year of studies		2	1st class certificate: "senior immatriculation" (12th year of studies) or equivalent and 2 years teacher training.
- 1st to 12th year of studies		Variable	Professional certificate: 1st university degree (B.A.) and 1 year teacher training.
			Special certificates preparing students for business studies, industrial design and physical education: completion of 12th year of studies and 2 years teacher training.
			Special certificate for industrial vocational teaching: completion of 11th year of studies or a 3-year course of secondary vocational studies, a Journeyman's certificate or equivalent, 3 years practical experience and 1 year's teacher training.
- Vocational schools			Special certificate for the teaching of industrial vocational subjects, technology and applied arts: diploma or suitable training, post-secondary level experience, 3 years practical experience and two summer courses (or equivalent) in teacher training.
			All these certificates are provisional. They are valid for 3 years and become permanent after 2 years teaching on the recommendation of the inspector or school superintendant, but regarding the last certificate, the holder must have completed two further summer courses in teacher training.
1.8. Saskatchewan	University	Variable	All certificates have as a basic requirement the "senior immatriculation" (12th year of studies) in seven subjects with an average of 65 per cent in five of them.
- 1st to 12th year of study			

Teachers	Place of Training	Length of Study (in years)	Other Information
			The particular requirements of each certificate are: Ordinary certificate A: 2 years of teacher training. Vocational certificate A: 1st university degree (B.Ed. or B.A.) and 1 year's teacher training. Specialised certificates (showing one or more subjects to be taught): - Ordinary B: 1 year of specialised post-secondary training and 1 year's teacher training. - Vocational B: a 1st degree in a recognised specialist subject and 1 year's teacher training. - Vocational subjects: Journeyman's certificate or recognised training in a trade and 1 year's teacher training. - Technical subjects: 2 years post-secondary level training in a specific technical subject, 3 years practical experience and 1 year's teacher training. All of these certificates are awarded on a permanent basis. Provisional certificates, however, valid for 1 year may be awarded by the School Council to persons who do not have all qualifications necessary to teach. The certificates allow holders to teach specific subjects at a particular level in certain schools.
1.9. Alberta - All grades of school	University		All candidates are required to hold the "senior immatriculation" and in addition to this in order to obtain the "conditional certificate" are required to have a Journeyman's certificate or its equivalent, practical experience and completion of 2nd year of studies leading to the diploma of vocational education (B.Ed.); for the provisional certificate, 3 years of study in a B.Ed. course and for the professional certificate in education 4 years of study. These three certificates are valid for 3 years and only the last of these can become permanent after 2 years teaching; holders of the other two, however, can acquire the higher grade certificate by completing their training.
1.10 British Columbia - All grades of school	University		All candidates are required to have completed 12th year of studies and fulfil certain specific conditions for each certificate, notably: Teaching certificate: 2 years of university studies one of which (or equivalent) is devoted to teacher training. Normal certificate: 3 years at university one of which is devoted to teacher training. Vocational certificate: 4 years at university (theoretically, 1st degree level) one of which is a year of teacher training. Vocational teacher's certificate: qualification and experience in one or more relevant trades and at least 2 years post-secondary training one of which is devoted to teacher training.

Teachers	Place of Training	Length of Study (in years)	Other Information
			These certificates are valid for 4 years and can become permanent after 2 years of teaching. The "teaching certificate" is an exception to this rule.
			The vocational teacher's certificate shows the subject which they will teach. In contrast the level at which other teachers teach and the subjects to be taught, do not depend on the certificate they hold but on their experience and their training (vocational, academic or specialized).
2. Vocational education			Training of vocational teachers varies from province to province.
2.1. Atlantic provinces (Newfoundland, Prince Edward Island, Nova Scotia, New Brunswick)	New Brunswick Technical Institute of Moncton		The four Atlantic provinces have set up a vocational teacher training centre in New Brunswick.
Commercial or industrial crafts courses		1	Candidates in this 1-year training course are required to have experience in their particular field of study. A certificate is awarded at the end of the training period enabling them to teach in secondary schools where certification is required. They have precedence over other candidates in trade schools and technical centres where instructors without teaching certificates may be hired.
Commercial courses		2	Course is open to holders of secondary leaving certificate. Students who complete this course can teach in secondary schools where certification is required and have precedence over other candidates wishing to teach in trade schools and technical institutes.
Industrial craft courses		2	This course trains teachers for secondary level syllabus of industrial arts subjects in the junior grades.
2.2. Province of Ontario			
College of Applied Arts and Technology (CAAT)			Teachers in these colleges do not require any training for teaching of vocational subjects, but they can enrol in any one of the training establishments opposite which provide summer courses either for those wishing to obtain their 1st certificate or for qualified teachers who wish further training.
Craft courses of technical courses	Ontario College of Education and Althouse College of Education	1	Candidates require to hold a certificate and have 4 to 5 years practical experience before admission to this course. A certificate is awarded at the end of the course.
Commercial courses	Ontario College of Education		Candidates must be qualified accountants, certificated or registered or have a Bachelor's degree. A qualifying certificate in commercial teaching is awarded on completion of the course.
2.3. Quebec	University		The training of teachers of vocational subjects formerly took place in the technical teachers' training college (ENSET). This school has now been taken over by the University of Quebec.

Teachers	Place of Training	Length of Study (in years)	Other Information
2.4. Manitoba			
Commercial and industrial crafts courses	Pedagogy Division of Red River Community College	1 - 2 —	The industrial crafts division of this institute contributes to the training of teachers by admitting students to the workshop and if necessary to its classes. There is a 1-year course for candidates with necessary experience and business knowledge. For students enrolling immediately after secondary cycle the course lasts 2 years. The Manitoba Red River Community College also runs summer courses for trainees most of whom are members of the Community College's teaching staff. In order to become a qualified vocational teacher, trainees are required to attend eight summer training courses, the maximum being four per summer. Successful candidates are awarded a certificate with particular mention of the trade he is qualified to teach.
2.5. Saskatchewan			
Industrial crafts (1st level) or technical or commercial courses in secondary schools or technical institutes	University of Saskatchewan	2 1	Candidates can obtain a B certificate showing specialist teaching subject after completion of the Saskatchewan University training course. Candidates who hold a Journeyman's certificate or a technology diploma or an applied arts certificate can also obtain a B certificate showing specialist teaching subject.
2.6. Alberta	Northern and Southern Technical Institute		Secondary vocational school teachers must hold a B.Ed. (vocational training). Candidates who are Journeymen in a particular trade are admitted to the course if they pass the official examinations in five subjects of 12th year of studies. Should they pass the final examination in any one of the years of the course they are granted a provisional certificate. Candidates who do not have sufficient experience and who come from a secondary vocational training school or a technical institute must satisfy the requirements of the course leading to the Bachelor of Education diploma and have a minimum of 35 credits in vocational studies with a 60 per cent average throughout. Students must also gain 10 weeks of practical experience before commencing the course in September. Holders of awards other than the B.Ed. who wish to obtain this certificate are admitted to special courses consisting of two winter cycles or of one winter cycle followed either by a summer course or an evening course. Technical institute and vocational training centre teachers do not require any certificate and are considered qualified to teach at the post-secondary level and in trade schools as soon as they have acquired the status of Journeyman or its equivalent. The training of these teachers takes place during the summer courses.
2.7. British Columbia	British Columbia Institute of Technology and Vocational Training School of Burnaby	1	Training of these teachers consists of a 12-month course divided into winter, spring and summer courses. Students observe experienced teachers during the winter course and do some teaching practice in the spring. Admission to the course requires a Journeyman's certificate or its equivalent (or show proof of technical ability) and satisfaction of the demands of the universities of British Columbia and Victoria. Vocational training teachers can obtain their Bachelor of Education diploma specifying that they are also qualified to teach industrial crafts. Generally speaking, however,

Teachers	Place of Training	Length of Study (in years)	Other Information
			candidates intending to enter vocational training in regional schools are required to hold a secondary school certificate and have 5 years' experience in their specialist field plus demonstration of their professional ability in order to be accepted as a teacher. Although candidates do not require to have completed any studies in pedagogy before being employed the entire teaching staff is bound to participate in a practical training course made up of 18 study subjects. Twelve of these subjects are dealt with during the two summer courses of 5 weeks' duration, held at the University of British Columbia. The other six courses can be completed by correspondence or in local centres.
3. Other technical courses at post-secondary level	Variable	Variable	Generally speaking the technical schools and post-secondary institutes run their own teacher training courses. 1-5 years' experience in a specialist subject often gives sufficient qualification for teaching purposes. Some provinces however, do demand a "Bachelor's degree".
4. Universities			University teaching staff is composed of full professors, associate professors and assistant professors, lecturers and assistants. They are recruited either as assistant professors or as more junior members of staff. The Master's degree is generally the minimum requirement. Increasingly new appointments at assistant, professor and higher ranks require Doctorates. New recruits are asked to complete a probationary period often from between 1 and 6 years before obtaining tenure. Promotion is not automatic; on an average, university teachers complete 5 years or more in each academic grade.

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GREECE

(October 1971)

Compulsory schooling: 6 years
from 5 ½ to 11 ½ (age reached within the school year)

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
1. Pre-primary education							
1.1. Nipiagogion (Nursery schools)	1-3	To be between 3½ and 5½ years old	-	-	The majority of nursery schools are State run. Private schools are not subsidised by the State but are however subject to its control with the exception of those schools run by voluntary organisations which are subsidised by the Ministry of Social Security. The staff of the latter is appointed and paid by the Ministry of Education. Instruction of this type is not considered part of period of compulsory education, and is non-fee-paying except where establishments are run by private bodies.	Pre-primary	
2. Primary education							
2.1. Dimotikon scholion (Primary schools) 2.1.1. Emerisia scholia (Day schools) 2.1.2. Nukterina scholia (Evening schools)	6	To be at least 5½ years old on 1st October of year of enrolment	Apolytirion Demotikon (Primary leaving certificate) awarded at the end of final year of study on the basis of a written examination	Full time	This instruction is compulsory and common to all children between 5½ and 11½ years of age. The majority of schools are State run. There do exist however, a certain number of establishments belonging to foreign minorities. The primary schools can be classified depending on the number of teaching posts they have: which itself depends on the number of pupils - a maximum of 40 per teacher: "monothesia" (1 classroom and 1 teacher for all pupils of all levels): these are most common in rural areas; "dithésia" (2 classrooms, 2 teachers); "trithesia" (3 classrooms, 3 teachers); "polythesia" (from 4-6 classrooms and same number of teachers). Pupils cannot leave school until they have obtained the primary leaving certificate. In addition to the primary day schools there are a certain number of primary evening schools for people over 14 years of age who are illiterate or semi-illiterate.	Primary	1-6

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
3. General secondary education							
3.1. Ghymnasion (Secondary school)		Primary certificate and entrance examination	After 3 years: 1st cycle secondary certificate	Full time	General secondary education covers 2 cycles:	General secondary (a)	
3.1.1. 6 class day school (1st and 2nd cycle)	3+3		After 3 or 4 years of further study: "Apolythirion" (2nd cycle secondary leaving certificate) qualifying holder for university entrance examination		(a) 1st cycle: provided either in the independent 1st cycle "ghymnasion" or in the 1st 3 years of a day or evening 3-cycle "ghymnasion".		7-12
3.1.2. 7 class evening school (1st and 2nd cycle)	3+4				Timetables and curricula are the same for both.		7-13
3.1.3. 3 class day school (1st cycle)	3				(b) 2nd cycle: provided in the last 3 years of a day 2-cycle "ghymnasion" and the last 4 years of an evening "ghymnasion".		7-9
					2nd cycle day school courses offer several options: general studies, theoretical and practical science courses, each school providing one or more options. Evening schools run either general courses or courses with a commercial and economic bias.		
					Admission to evening schools is open to pupils of at least 14 years who are required to submit evidence of day employment. Instruction in these schools may be spread over a period of 8 years whereupon 1st cycle courses last 4 years.		
					Between 1964-65 and 1967-68 the 1st cycle was provided by the "ghymnasion" and the 2nd cycle by the "lykeion".		
3.2. Ikonomikon ghymnasion (Secondary schools of economics)	6	Completion of primary school and "ghymnasion" entrance examination	Secondary leaving certificate qualifying holder for university entrance examination	Full time	Some specialized 2nd cycle secondary schools, however, do still operate and, in addition to general courses provide training either in economy or maritime studies. Pupils in these 2nd cycle secondary schools take the same examinations as those in general 2nd cycle secondary schools.	General secondary (a)	7-13
3.3. Naftikon ghymnasion (Secondary naval schools)							

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
4. Technical and vocational training							
4.1. Small establishes (apprenticeship)					Apprentice schools are run by the Ministry of Labour. Pupils are sent to specifically specialised schools after undergoing a test, and are remunerated during the course. Practical training is provided by the firm with which pupil is under contract and theoretical training is provided by the school.		
4.1.1. Lower stage	4	Completion of primary school and be between 12 and 15 years old	Skilled workman's certificate giving access to intermediate technical schools in same specialist subject	Part time	Instruction is of same level as lower technical schools. Courses last 4 years with the exception of the farriers (3 years), saddlemakers and rubber workers (2 years).	Technical secondary (3)	1-11
4.1.2. Upper stage	1	Completion of technical secondary school (see 4.2.) or intermediate technical schools (see 4.1.)	Leaving certificate	Part time	Instruction is designed for specialist subject qualifications for pupils who have completed technical secondary school courses and intermediate technical school courses.	Technical secondary (3)	11
4.2. Small technician (lower technical schools) - electricity - mechanics - car mechanics - metallurgy - plumbing - carpentry and cabinet making - construction	3	Completion of primary school and pass of entrance examination	Skilled workman's certificate giving access to study of same specialist subject in intermediate technical schools	Full time or part time	The aim of these schools is to train skilled workmen. The curricula have a strong vocational bias and general subjects do not exceed 30 per cent of total number of lesson hours. These schools offer a 3-year day course or a 3-year evening course. In day courses pupils spend 15 hours in the workshop weekly during summer, each term consists, inside only theoretical instruction, practical training being taken during time at work. The majority of these schools are private. Specialist subjects include both industrial and craft trades. Certain schools accept pupils after 1st or 2nd year at general secondary schools.	Technical secondary (3)	7-11

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
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4.3. Scholi ergodigon-technikon voïthon (Intermediate technical schools) - electricity - mechanics - marine engineering - merchant navy wireless operator - car mechanic - building - refrigeration - electronics - mineralogy - cabinet making	1-3	Completion of the 1st cycle secondary school and entrance examination	Leaving certificate giving access to higher technical schools	Full time or part time	The curriculum includes subjects related to specialist subject studied but also includes some general subjects. Here variously specialised foremen (ergodigos) are trained. Pupils who have attended these schools can also specialise by attending a 1-year advanced apprenticeship course. There are also intermediate technical schools specialised in: chemistry, industrial design and decoration, spinning and weaving, clock and watch making.	Technical secondary (b)	10-12
4.4. Ghymnasion (Technical secondary school)	6	Completion of primary school and entrance examination	Leaving certificate giving access to technical universities and higher technical schools	Full time or part time	There is only one school of this type viz. the experimental technical ghymnasion "Zanneion" of Piraeus.	Technical secondary (a)	7-12
4.5. Anoterae technicae scholae (Higher technical schools) - engineering - food technology - management - health service - graphics - agriculture	4	Completion of intermediate technical schools or general or technical secondary school or pass in entrance examination	Higher technician's certificate which entitles holder to attend training course to become technical teacher or enter university type institution	Full time or part time	During first 2 years choice of subjects is vast and the 3rd year which is more specialised puts emphasis on practical aspect of course. During period of study students carry out a 9-month training period in industry. There are at present four State-run and 14 private higher technical schools. By decree, issued in 1970 (Nº 652) these schools were re-classified and now form five higher technical teaching centres which will become operative in 1973-74, and will be located in Athens, Thessalonika, Patras, Larissa and Heraklion (Crete). They will include 21 schools (3 to 6 per centre) and 73 specialised departments.	Higher non-university	13/14-15/16

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
5. Other types of vocational education							
5.1. Agrotikai scholi (Schools of agriculture)					These schools come under the Ministry of Agriculture.		
5.1.1. Lower level	1 or 2	Completion of primary school	Skilled workman's certificate	Full time	Instruction provided in schools of practical agriculture is based on some general subjects but more especially on a specialised training in one particular field: fruit and olive growing, industry based on dairy produce, technique of cheese-making, etc. In addition to training of specialised workers these schools, like the agricultural training centres, provide short-term training schemes for adults.	Technical secondary (b)	7 or 7-8
5.1.2. Upper level	3 or 4	Completion of primary school	Specialist leaving certificate of intermediate technician's level	Full time	In general pupils undergo general training of secondary school level and an agricultural training.	Technical secondary (b)	7-9 or 10
5.2. Eborikai scholi (Commercial schools)					These schools are part of general secondary education.		
5.2.1. Secondary schools specialised in economy (formerly commercial schools)	6	Completion of primary school and entrance examination	Secondary leaving certificate	Full time	From 1959 onwards the former commercial schools were turned into secondary schools of economics. Training provided is very similar to that of other general secondary schools.	Technical secondary (a)	7-12
5.2.2. Commercial training schools	In general 1 year	Variable	Specialised certificate	Full time	The majority of these schools are privately run and provide intensive courses - training for instance accountants in 1 year, after completing 2nd year in 2nd cycle secondary school, or shorthand typists or secretaries in 1 year, on completion of secondary studies. Examinations are set by the Ministry of Education which also awards the leaving certificates.	Technical secondary (b)	12 or 13

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
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5.2.3. Schools of accounting		Completion of 1st secondary cycle	Certificate in specialist subject	Full time	The Royal decree 754/1970 made provision for the opening of schools of accounting. Admission is open to holders of a 1st cycle secondary certificate. These schools are not yet in operation.	Technical secondary (b)	
5.2.4. Other intermediate and elementary commercial schools	Variable	Variable	Certificate in specialist subject	Full time		Technical secondary (b)	Variable
5.3. Scholi emporopliarchon (Merchant navy officers schools)	2 + 5 years practical training	To have completed at least 4 years secondary education and sit competitive entrance examination	Deck officer's certificate	Full time	In addition to training in Merchant Navy Academies run by the Ministry of same name, successful candidates can be trained through private courses and an apprenticeship scheme. On completion of the academy course future officers complete 1 year at sea with intervals of examination. Total duration of training is about 7 years.	Higher non university (technology)	11-12 + practical training
5.4. Scholai ekklesiastikai (Ecclesiastical schools)	7 + 2	Completion of primary school	Secondary leaving certificate	Full time	General instruction which is similar to that provided in secondary schools is followed by 2 years of preparation for admission to the clergy. According to decree-law N° 876/1971, the public ecclesiastical schools are now administered by the Church of Greece.	General secondary (a) Higher non-university for last 2 years (Arts)	7-12 and 15
5.5. Kallitechnikai scholai (Art schools) - Fine arts - Music and dancing		Variable	Variable	Full time		Technical secondary (a) or (b)	Variable
5.6. Hotel and tourist studies		-			These schools come under the administration of the National Tourist Board.		
5.6.1. Lower level	1	Primary certificate and be 16 years old	Cook's certificate	Full time		Technical secondary (b)	9

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
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5.6.2. Intermediate level	1	Completion of 1st cycle secondary school	Certificate as waiter, butler, etc.	Full time		Technical secondary (b)	10
5.6.3. Higher level	2	Secondary leaving certificate	Higher technician certificate for hotel and tourist trade	Full time	The course is interspersed with periods of practical training.	Higher non-university (social sciences)	13-14
5.7. School for guides and interpreters	1 or 2	Secondary leaving certificate	Guide and interpreter's certificate		Courses include archaeology and foreign languages and generally take place in the evening. The schools are private.	Higher non-university (social sciences)	13 or 13-14
5.8. Schools of nursing					These schools are administered by the Ministry of Health.		
5.8.1. Elementary level	1	Primary leaving certificate and be 20 years of age	Assistant nurse's certificate	Full time		Technical secondary (b)	7
5.8.2. Advanced level	2	Secondary leaving certificate and be 20 years of age	Nurse's certificate	Full time		Higher non-university (medical sciences)	13-14
5.8.3. Child-care schools	2	Secondary leaving certificate and be 20 years of age	Midwife's certificate	Full time		Higher non-university (medical sciences)	13-14
5.9. Other service schools							
5.9.1. Social worker's schools	3	Secondary leaving certificate and be 20 years of age	Social worker's certificate	Full time	These private schools are run by the Ministry of Social Welfare.	Higher non-university (social sciences)	13-15
5.9.2. Lower level	1-2	Primary leaving certificate	Specialist's certificate	Full time		Technical secondary (b)	7-8
5.9.3. Intermediate level	1-2	Completion of 1st cycle secondary school	Specialist's certificate	Full time		Technical secondary (b)	10-11

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
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5.10. Schools of domestic science	2-3	Completion of primary education	Specialist's certificate	Full time	These schools are of lower technical school level.	Technical secondary (b)	7-9
6. Special courses	Variable		Variable	Full time	These schools, both state run and private are administered either by by the Ministry of Education, the Ministry of Social Welfare or other foundations.	Special	Variable
7. Teacher training							
7.1. Didaskalion nipiagogon (Pre-primary teacher training college)	2	Hold general secondary leaving certificate and be at least 17½ years old	Primary and nursery teacher's certificate	Full time	Up to 1971-72 one could study for a nursery teacher's diploma in 1 year, in special sections affiliated to primary teacher training colleges. The law 842/1971 governing the re-classification of teacher training schools abolished these sections.	Higher non-university (education)	
7.2. Paidagogikes akadimies (Primary teacher training colleges)	2	Secondary leaving certificate and entrance examination and be at least 17½ years old	Primary teacher certificate	Full time	The 842/1971 law made provision for a year of re-training of active teaching staff who wish to specialise in subjects taught in higher classes of primary cycle.	Higher non-university (education)	
7.3. SELETE - Scholi Ekpedeftikon Litourgon Epangelmatikis Technikis Ekpedefseos (Technical and vocational teacher training college)					This school was created in 1959, and includes several sections providing either a pedagogic training for teachers already in employment or a pedagogic and technical training for intending teachers.		
7.3.1. Teacher training college	6 months 1 year	University degree Advanced or secondary school certificate	Certificate in teaching	Full time	Various specialist advanced or secondary certificate holders who are intending teachers are trained in pedagogics and also further their knowledge of their specialist subject.	Higher university Higher non-university (education)	
7.3.2. Advanced schools of engineering for technical teachers	4	2nd cycle secondary certificate or intermediate technical school certificate in relevant specialist subject	Technical teacher's certificate	Full time	Training is both technical and pedagogical the latter lasting 1 year but can also be spread over several years. In addition to this students undergo a 6-month period of practical training in a firm under supervision of school.	Higher non-university (education)	13-16

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
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7.3.3. Workshop instructor's school	4	1st cycle secondary certificate or lower technical school certificate in relevant subject	Workshop instructor's certificate	Full time	Same characteristics as above. Graduates of this school may go into 2nd year of advanced schools of engineering for technical teachers.	Secondary teacher training	10-13
7.4. Ethniki Akadimia somatikis agoghis (National Academy of Physical Education)	3	Completion of secondary education and pass competitive entrance examination	Teacher of physical education	Full time	This academy trains secondary physical education teachers.	Higher non-university (education)	
8. Higher education							
8.1. Universities							
8.1.1. Panepistimion Athinon (University of Athens)		Secondary leaving certificate ("apolytirion") required and competitive college entrance examination set by the Ministry of Education and Religion	Ptychion (degree). At present time there is no course leading to a higher degree. Doctorates consist of personal research work and a written thesis. Students are not required to attend a specific programme of lectures and seminars.		In accordance with the Constitution universities and other institutions of higher education with the exception of teacher training colleges are independent in matters of administration. Administrative power lies in the hands of the Rector, Vice-Rector and Senate (University Council). These institutions are State subsidised and also receive funds in the form of gifts or donations and revenues from real estate. The duties of the Senate are shared between two Senate committees (University Council) A and B and a plenary session. The rector, vice-rector and faculty deans are elected for 3 years and the members of the Senate (University Council) for 1 year. In the University of Patras where the faculties are not yet fully operative, a seven-member committee is in charge of administrative matters. The committee is made up of university teachers and other personalities appointed for 2 years by a decree passed by the Ministry of National Education and Religion. The Committee president fulfils the duties of rector.	Higher university	
Faculties:							
- Theologia (theology)	4						
- Nomiki (law)	4						
- Iatriki (medicine)	6						
- Odondiatriki (dentistry)	5						
- Filossofia (arts)	4						
- Fysikomathimatiki (sciences)	4						
8.1.2. Panepistimion Thessalonikis (University of Thessalonika)							
Faculties:		These entrance examinations are held from 1st September in Athens, Patras, Janina, Thessalonika and Piraeus at the same time					
- Theologia (theology)	4						
- Filossofia (arts)	4						
- Fysikomathimatiki (sciences)	4						
- Nomiki (law) and Ikonomikon epistimon (economics)	4						

GREECE

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
- Geoponia (agronomy)	5				The recently opened university of Janina, where only two faculties have been opened, has a staff of one rector, one vice-rector and a seven-member senate (University Council) appointed for 3 years by a decree passed by the Ministry of National Education and Religion.		
- Dassologia (forestry)	5						
- Iatriki (medicine)	6						
- Odondiatriki (dentistry)	5						
- Ktiniatriki (veterinary medicine)	5				Faculty teaching in university is mainly run on a lecture basis plus practical work conducted in tutorials.		
- Polytechniki (polytechnics)	5						
8.1.3. Panepistimion Patron (University of Patras)					Written and oral examinations on five of the total number of subjects under study are held at the end of each year. The other subjects are assessed on the students performance during the academic year. The final examination leading to the 1st degree (ptychion) is based on eight of the subjects and may include written, oral and practical tests.		
Faculties:							
- Fysikomathimatiki (science)	4						
- Polytechniki (polytechnics)	5						
8.1.4. Panepistimion Ioanninon (University of Janina)					The universities do not provide any pedagogical training and confer only one type of degree.		
Faculties:							
- Filossofia (arts)	4						
- Fysikomathimatiki (Mathimatiki)(mathematics)	4						
8.1.5. Ethnikon Metsovion Polytechnion (National Technical University of Athens)					Teaching in technical universities is mainly based on supervised tutorial work. Furthermore, and contrary to other universities, attendance is compulsory and poor attendance may bar students from sitting the yearly degree examinations.		
- Politikon Michanikon (civil engineering)	5						
- Michanologon ilektrologon michanikon (mechanical and electrical engineering)	5						

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
- Architektonon (architecture)	5						
- Chimikon michanikon (chemical engineering)	5						
- Agrononon ke topografon michanikon (agronomy and topography)	4						
8.2. Other institutions of higher education							
8.2.1. Anotati scholi oikonomikon ke emporikon epistimon (College of economic and commercial science)	4	Entrance requirements as for universities	From 3rd year 2 options leading to: diploma in economics and other to diploma in commerce		The ASOEE (College of Economic and Commercial Science), the PANTIOS (College of Political Science) and the two colleges of industrial studies which have only one faculty, are governed by a Senate (University Council) elected by the teachers assembly and appointed by a decree issued by the Minister of National Education and Religion. The rectors of the first two schools and the deans of the latter two are appointed in the same manner.	Higher university	
8.2.2. Anotati scholi politikon epistimon-PANTIOS (College of Political Science)	4		From 4th year 2 options leading to a degree in political science and public administration		The College of Agronomy and Fine Art School are both administered by a rector and a director. The Senate (Council) is replaced by an assembly of teachers.	Higher university	
8.2.3. Anotati viomichaniki scholi-Pireos (College of Industrial Studies of Piraeus)	4					Higher university	
8.2.4. Anotati viomichaniki scholi Thessalonikis (College of Industrial Studies of Thessalonika)	4					Higher university	

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
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8.2.5. Anotati geoponiki scholi Athenon (College of Agronomy of Athens)	5					Higher university	
8 2.6. Anotati scholi kalon technon (Art school of Athens)							
- Short course	2					Higher non-university (Fine Arts)	
- Long course	5 or 6					Higher university	
8.2.7. Scholi ekiakis ekonomias (Schools of domestic science)	5				There are two schools of domestic science: (1) The school of domestic science "Harokopios" in Athens (Callithea); (2) The school of domestic science "Ariane" in Canea (Crete).	Higher non-university (social sciences)	

Fields of Study	O.E.C.D. Classification
Theologia (Theology)	Humanities
Nomiki (Law)	Law
Politikai ke ikonomikai epistimai (Political science and economics)	Social sciences
Iatriki (Medicine)	Medical sciences
Odontiatriki (Dentistry)	"
Farmakeftiki (Pharmacy)	"
Filologia (Philology)	Humanities
Istoria - Archeologia (Archaeology & history)	"
Spoudai archeotitos - Classikai spoudai (Classical Greek studies)	"
Bizantinai ke messeonikai spoudai (Byzantine and medieval studies)	"
Spoudai neoterou ellinismou (Modern Greek studies)	"
Galliki glossa ke filologia (French language and literature)	"
Angliki glossa ke filologia (English language and literature)	"
Germaniki glossa ke filologia (German language and literature)	"
Italiki glossa ke filologia (Italian language and literature)	"
Fisiki (Physics)	Pure sciences
Chimia (Chemistry)	"
Fisiognosia ke geografia (Geophysics and geography)	Pure sciences
Biologia (Biology)	"
Geologie (Geology)	"
Mathimatiki (Mathematics)	"
Ktiniatriki (Veterinary medicine)	Agriculture
Geoponiki (Agronomy)	"
Dassologia (Forestry)	"
Politiki Michaniki (Civil engineering)	Technology
Michanologia-electrologia (Mechanical and electrical engineering)	"
Architectoniki (Architecture)	Architecture
Chemiki Michaniki (Mechanical chemistry)	Technology
Metaliologia - metalourgia (Extract industries and metallurgy)	"
Agronomia - topographia (Surveying)	"
Ikonomikai epistimai (Economics)	Social sciences
Emborikai epistimai (Commercial sciences)	"
Politikai epistimai (Politics)	"
Dimosia diikisis (Public administration)	"
Biomichaniki (Industrial studies)	"

Teachers	Place of Training	Length of Study (in years)	Other Information
1. Nipiagogion (Nursery schools)	Scholi nipiagogon kalitheas (Primary and nursery schools)	2	There is only one primary and nursery teacher training school. Recruitment is done through competitive examination and is open to holders of secondary leaving certificate. The Minimum age is 17½ years. Instruction is of higher non-university level. Holders of secondary leaving certificates and of certificates or diplomas in nursery teaching awarded by universities or specialised foreign institutes can also qualify as nursery school teachers. Up to 1971-72 one could study for a nursery teacher's diploma in 1 year, in special sections affiliated to primary teacher training colleges. The law 842/1971 governing the re-classification of teacher training colleges abolished these sections.
2. Dimotikon (Primary schools)	Pedagogiki Akadimia (Primary teacher training schools) - Seminaries of Vellas, Janina - Ecclesiastical College of Thessalonika	2	Teacher training schools recruit holders of general secondary leaving certificate through competitive examination and the course lasts 2 years. Instruction is of higher non-university level. The decree 842/1971 makes provision for a 3rd year of studies for primary teachers intending to specialise in teaching of subjects taught in upper classes of primary schools.
3. Gymnasion (Secondary school 1st and 2nd cycles)			
3.1. General subjects	University	4	There are no teacher training colleges for intending secondary general teachers. They are recruited from among holders of a degree (Ptychion). From 1971-72 teachers starting in secondary education, regardless of specialist subject, must attend an intensive theoretical and practical course in teaching methods of a minimum duration of 3 months. The course takes place after their graduation but before taking up teaching duties.
3.2. Other subjects: Domestic, science, physical education, music and fine arts	Specialised institutions of higher non-university level	Variable in general 2-3 years	Teachers are recruited from among diploma holders of various establishments of education - certificates held corresponding to subject taught. Like general subject teachers, these teachers must attend the above-mentioned training course in teaching methods as from 1971-72.
4. Teknikai/epangelmatikai (Technical and vocational schools)	Scholi ekpedeftikon litourgon epangelmatikis technikis ekpedefseos-SELETE (Training school for technical and vocational teachers)	Variable Section A: 2 semesters	Founded in 1959, this school has five sections and is of higher non-university level. Section A: teachers in employment who are holders of a lower intermediate or higher technical school certificate with 3 years technical experience and 2 years teaching experience are recruited to undergo a pedagogic training.

Teachers	Place of Training	Length of Study (in years)	Other Information
		Section B1: 4 semesters	Section B1: gives technical and pedagogic training to holders of an intermediate technical school certificate with 3 years technical experience. Specialist subjects include: mechanics, electricity and civil engineering. The syllabus includes one-third pedagogic and practical teaching course, one-third technical courses and one-third general course.
		Section B2: 4 semesters	Section B2: recruits candidates who hold the "ipomichanikos" certificate (higher technician) with 3 years experience in industry. Syllabus includes half the number of hours for Section B1 and the emphasis is mainly on the teaching of pedagogic techniques.
		Section C: 2 semesters	Section C: provides pedagogic training and further training for holders of an English teacher's certificate with at least 2 years teaching experience.
		Section D:2Summer training periods	Section D: aims, syllabus and recruitment methods are the same as for Section A but courses take place during the summer.
			The SELETE have been organised on a new basis following the 1970 decrees nos. 789 and 581 and there are now three schools: (a) Teacher training college which has replaced the old sections A, B and C, providing training in teaching methods over a period of 6 months for university degree holders and over 1 year for holders of an advanced or secondary school certificate. (b) College of engineering for teachers of technical subjects which has replaced section D. Training is provided in both technical subjects and teaching methods and is open to holders of a 2nd cycle secondary certificate or an intermediate technical school certificate in the relevant subject. (c) School for workshop instuctors providing a 4-year training course in technical subjects and teaching methods for holders of a 1st cycle secondary certificate or a lower technical school certificate.
Higher education	University		University teaching staff is composed of: <u>Senior level</u> (a) titular professor (kathigitis taktikos) (b) extraordinary professor (kathigitis ektakios) (c) professor holding "agrégation" (ifigitis) who may or may not have teaching duties. <u>Middle level</u> (a) lecturer, director of studies, supervisor of laboratory, clinical work, etc. (epimelitis) (b) assistant lecturer, assistant director of studies, assistant director of clinical work, etc. (voithos). (c) laboratory assistants (paraskevastis).

Teachers	Place of Training	Length of Study (in years)	Other Information
			In all universities the posts of professor, lecturers and supervisors of practical classes are open only to holders of a doctorate, who, in addition to this have published articles in their particular field, etc. Candidates wishing to take up a post as an assistant must meet the minimum requirement of a 1st university degree (ptychion), in the specialist field in question. In each faculty professors are elected by an assembly of titular professors. If a candidate obtains a 2/3 majority he must be accepted and appointed by the Ministry but should he obtain only an overall majority the ratification of his appointment can be refused by the Ministry. Middle-level candidates are appointed by the Ministry of National Education and Religion on the recommendation of their head of department. All university teaching staff (with the exception of titular professors) are appointed for a period of 3 years renewable according to the regulations in force.

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YUGOSLAVIA

(September 1971)

Compulsory schooling: 8 years from the age of 7 to 15.

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
					The particular interest shown by the government in education stems from the fact that Yugoslavia is undergoing a rapid change from an agricultural to an industrial society. Far reaching changes in the educational system have consequently been introduced. The period of primary education has been extended to the 8th year of schooling and reforms in secondary education are under review. The scope of higher education has been widened and there will be a complete review of the method of financing education. The means of financing education together with the organisation and programming of same evolve in accordance with the "Resolution on the development and improvement of education" on the principle of autogestion.		
1. Pre-primary education (Predskolske organizacije)					They vary depending on their tasks, needs and conditions of the environment in which they are located.	Pre-primary	
1.1. Dečje jaslice (Crèches)		To be up to 3 years old			The number of crèches places has soared since the war, most of them being provided by factories and other similar firms.		
1.2. Dečji vrtići (Kindergartens)		To be between 3-7 years old			Despite a large increase since the war there are only places for 13 per cent of the age group.		
1.3. Domovi za siročad i zaostalu decu (Residential pre-school institutions for orphans and deprived children)							

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
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2. Primary and 1st cycle secondary education							
2.1. Osnovne škole - Škole prvog stepena (Compulsory schooling)	8	To be 7 years old - or 6 if the parents insist on enrolling their child	-	Full time	An 8-year system of schooling is compulsory throughout the country. In 1959 the Educational Council of Yugoslavia drew up an instruction plan and programme for the primary school to be used in all republics. This represents the minimum basic programme which may be added to by republics or communes according to local needs. Thus, at the same time compulsory schooling retains the national characteristics and contributes to the needs of its region or district. Since it is compulsory for all pupils between 7 to 15 years, no one can be expelled during this period. The school should provide instruction in the following subjects: natural and social sciences, native languages and literature, modern foreign languages, mathematics, physical and health education, aesthetic and artistic education, musical education, general technical education, civic and moral education. Ethnic minorities are taught in their mother tongue. Furthermore, the central core of compulsory education which is common to everyone is enriched by the addition of elements particular to each minority culture. The training of teachers for compulsory national minority schools is provided for in special colleges or departments. Despite the obvious success in expanding the network of primary schools, the percentage of children not covered by the full 8-year period of education is quite high.		
For the purpose of international comparisons it has been sub-divided into:							
- 1st cycle	4					Primary	1-4
- 2nd cycle	4					General secondary (a) or (b)	5-8

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other information (6)	O.E.C.D. Classification	
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					Pupils who have been prevented by circumstances from attending compulsory school regularly can make up for this by taking subject examinations after 15 years of age. Up to 17 they can attend the school regularly or graduate by taking the examinations.		
2.2. Other elementary schools							
Škole za dopunsko obrazovanje (Compulsory schools)	Variable	Variable	-		These schools only provide instruction completing general education. Pupils attending them do not obtain any recognised qualification.	General secondary (b)	Variable
2.2.1. Muzičke Škole (Music schools)					Some elementary schools of Fine Arts included.		
2.2.2. Baletske Škole (Ballet schools)							
2.2.3. Domaćičke škole (Domestic science schools)					Vocational schools for teenage girls.		
3. Special education (Specijalne škole)					These are the schools for handicapped children, providing courses as similar as possible to those of ordinary schools. Also, there are some special vocational and one special technical school for retarded children as well as schools giving special courses for handicapped but gifted children in music, ballet or applied art.	Special	Variable
4. 2nd cycle secondary education (Škole drugog stepena ou srednje škole)					Besides the general secondary school different sorts of vocational schools have been established leading to vocational proficiency qualifications. The number of pupils who continue general secondary school diminished in comparison with the number of pupils attending vocational schools. General secondary schools of the secondary level differ somewhat from		

YUGOSLAVIA

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
					one republic to another in type, curriculum and methods of organisation.		
4.1. Gimnazija (a) (General secondary school)	4	Completion of compulsory schooling	School leaving certificate giving access to the university	Full time	With the gradual extension of basic schooling from 4 to 8 years, the gimnazija has become a 4-year secondary school. The content of the course is rather academic. Nevertheless in some republics there are two parellel courses: the scientific-mathematical section and the social sciences and language section. Differentiation takes place in the second year. In the scientific section, instruction in mathematics and natural sciences is particularly stressed so that the pupils can acquire preliminary training for the study of natural and technical sciences in higher education. Pupils studying social sciences and modern languages can extend their education in the same fields of study. Nevertheless this is a shift in emphasis, not a complete specialisation. So the pupils who have studied languages may enrol at technical faculties and vice-versa under certain conditions.	General secondary (a)	9-12
4.2. Gimnazija (b) (Klasična gimnazija) (general secondary school - classics)	4	See 4.1.	See 4.1.	Full time	There is a special type of this school which specialises in classical history, culture and languages (Greek, Latin, Arab) and prepares pupils for the study of these classical subjects at university.	General secondary (a)	9-12
5. Teachers' training Škole za obrazovanje nastavnike (Teachers' training schools)					Primary teachers are trained at secondary level.		

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
5.1. Učiteljske škole (General teacher training schools)	4	See 4.1.	See 4.1.	Full time	Institutions whose sole task is to prepare teachers for primary schools (for first 4 years of course). These schools are being gradually phased out and replaced by teacher training colleges (higher education).	Secondary teacher training	9-12
5.2. Škole za vaspitače (Teachers' schools)	4	See 4.1.	See 4.1.		These schools train staff for pre-primary schools and boarding schools.	Secondary teacher training	9-12
6. Technical and vocational education							
6.1. Art studies	3-5	Completion of compulsory school	School leaving certificate showing specialist subject	Full time	They are institutions which provided courses in various artistic subjects.	Technical secondary (b)	9-11 or 9-12
6.1.1. Umetničke škole (Arts schools)					The task of these schools is partly identical to that of the vocational schools and gimnazija and partly specific with the artistic training. They also foster the art education and training of pupils in other schools who are interested in arts. In some respects the art schools function as cultural centres. They produce both the teachers and staff for various cultural organisations. Candidates who are exceptionally talented can be admitted even if they have not finished the primary school.		
6.1.2. Muzičke škole (Schools of music)							
6.1.3. Baletske škole (Schools of ballet)							
6.1.4. Škole za primenjenu umetnost (Schools of applied arts)							
6.2. Škole za kvalifikovane radnike (Vocational schools for skilled workers)	3	Completion of compulsory schooling	Skilled workman or employee's certificate leading to higher education	Full time or part time	There are two different kinds of vocational schools for workers: schools for apprentices and schools providing practical instruction. The former generally train skilled workmen for specific crafts whereas the latter train them for industry.	Technical secondary (b)	9-11
Škole za više struka (Multi-subject schools)					They train in certain specific trades. Instruction is both practical and theoretical with a practical bias.		

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
metalske (metallurgy)					There is some co-ordination with relevant industrial organisations but most of the practical work takes place in the school workshops.		
elektrotehnične (electrotechnics)							
tekstilne (textile craftsmen)							
drvopreradjivačke (woodwork)							
kožarske (leatherwork)							
gumarske (rubber technique)							
gradjevinske (building construction)							
brodogradjevinske (shipbuilding)							
farmaceutsko-hemijsko-biološke (chemistry)							
prehrambene (food industry)							
grafičke (graphic arts)							
trgovinske (commercial)							
ugostiteljske (hotel management)							
opstekomunalne (public services)							
za lične usluge (personnel services)							
za elektroveze (telecommunication)							
za proizvodnju papira (paper production technique)							
hemijsko-tehnološke (industrial chemistry)							
hemijsko-metalurške (applied metallurgical chemistry)							
rudarske (mining)							
staklarske (glassware)							
keramičke (ceramic)							
poljoprivredne (agricultural)							
šumarske (forestry)							
saobraćajne (transport)							
ukrasno-vrtlarske (landscape and gardening)							
6.1. Škole za ostali stručni radar (Other establishments)(Vocational staff training)	2-4					Technical secondary (5)	6-7/11
administrativne (administration)							
medicinske (medical)							

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
6.4. Tehničke i druge stručne škole (Technical and other vocational schools)	4	Completion of compulsory school	Certificate of skilled worker giving access to higher education	Full time	These schools train industrial technicians and staff for other non-industrial services.	Technical secondary (a)	9-12
6 4.1. Tehničke škole (Technical schools)							
sa više odseka (composed of several departments)							
metalske (metalwork)							
mašinske (machine building)							
elektrotehničke (electrotechnics)							
elektromašinske (electro-mechanics)							
tekstilne (textile)							
drvopreradjivačke (woodwork)							
kožarske (leatherwork)							
obućarsko-gumarske (rubber footwear)							
gradjevinske (building construction)							
arhitektonske (architectural technical)							
za proizvodnju papira (paper production)							
hemijske (chemistry)							
hemijsko-tehnološke (industrial chemistry)							
hemijsko-mašinske (chemical engineering)							
hemijsko-prehranbene (food technology)							
prehranbene (food trade)							
mesopreradjivačke (meat preparation)							
rudarske (mining)							
rudarsko-mašinske (mining and mechanics)							
rudarsko-geološke (mining-geology)							
geološke (geology)							
geodetske (geodesy)							
grafičke (graphic arts)							
staklarske (glassware)							

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
6.4.2. Poljoprivredne škole (Agriculture)							
poljoprivredne opšte (general agriculture)							
poljoprivredne - sa više odseka (agricultural - separate departments)							
poljoprivredno-mašinske (agricultural machinery)							
voćarsko-vinogradarske (arboriculture and viticulture)							
voćarske (arboriculture)							
vinogradarsko-vinarske (viticulture and wine making)							
za planinsko gazdovanje (upland farming)							
ratarske (agriculture)							
ratarsko-stočarske (agriculture: arable farming and livestock breeding)							
stočarske (breeding)							
duvanske (tobacco)							
6.4.3. Šumarske škole (Forestry)							
šumarske opšte (general forestry)							
sa više odseka (several sections of forestry)							
uzgojno-eksploatacione (sylviculture and forestry)							
6.4.4. Saobraćajne škole (Transport)							
za drumski saobraćaj (road transport)							
za rečni saobraćaj (inland waterway transport)							
za pomorski saobraćaj (maritime transport)							
za železnički saobraćaj (rail transport)							
poštanko-telegrafsko-telefonske (post and telecommunications)							
6.4.5. Veterinarske škole (Veterinary)							
6.4.6. Ekonomske škole (Economy)							
ekonomske opšte (general economy)							
sa više odseka (economy: several departments)							
finansijske škole (finance)							
ugostiteljsko-turističke (hotel management and tourism)							
knjigovodstvene (accountancy)							
aranžerske škole (window dressing)							

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
6.4.7. Administrativne i upravne Škole (Administration and management)							
administrativne (administration)							
upravne (management)							
6.4.8. Medicinske Škole (Medical)				—			
za više odseka (medical: several departments)							
za medicinske sestre i medicinske tehničare (medical nurses and medical technicians)							
za medicinske tehničare-fizikalna medicina (medical technicians and physiotherapists)							
za babice (midwives)							
za dečje negovateljice (child nursing)							
za zubare i zubotehničare (dentistry and dental mechanics)							
za farmaceutske tehničare (pharmacologists)							
za sanitarne i laboratorijske tehničare (sanitary and laboratory technicians)							
6.4.9. Bibliotekarske Škole (Librarians)				—			
6.4.10. Hidrometeorološke Škole (Meteorology)							
6.4.11. Škole za industrijsko oblikovanje (Industrial design)							
6.4.12. Škole za obrazovanje organa unutrašnjih poslova (Training schools for civil servants in home affairs)							
6.4.13. Birotehničke Škole (Office training)							
6.5. Opštetehničke Škole (General technical school)				Full time	These schools provide general instruction or general technical training for future industrial and agricultural staff or personnel for services not requiring a specialised technical training. On completion of the course students may either enter employment or pursue their studies.	Technical secondary (a)	Variable
- tehnički smera (technical school)							
- poljoprivrednog smera (agricultural school)							

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification: Type of Education (7)	O.E.C.D. Classification: Years of Study (8)
7. School centres (Školski centri)					These are the educational institutions including at least two schools of general or vocational education. The training and the qualifications obtained in schools of this type correspond to those obtained in other schools of same level.	General or technical secondary (a) and (b)	
8. Higher education (Visoke škole)			1st, 2nd or 3rd cycle diploma	Full time	The Yugoslavian system of higher education was revised in 1960. The study period can be sub-divided into three cycles each of which lasts approximately 2 years with the 1st and 2nd cycles frequently forming a continuous period of study. As centres of higher education are very much independently run establishments there is great variation in planning and courses offered. There is, however, a certain degree of similarity in the level and content of courses provided in colleges and faculties.		
8.1. Škole prvog stupnja (1st cycle) 8.1.1. Prvi stupanj fakulteta, visokih škola i umetničkih akademija (1st cycle of faculty, colleges and fine art academies) 8.1.2. Više škole (Higher schools)	2	Corresponding secondary school certificate or entrance examination (for adults only)	1st cycle diploma		1st cycle graduates generally become specialists engaged in professions of an essentially practical nature. 1st cycle courses are provided either in an independent school (viša škola), the educational standard of which lies between general secondary school and the faculties, or constitutes the 1st cycle of a faculty course. Courses provided cover many subjects. The "više škole" have increased more than any other type of higher education establishments. They can be found in 48 towns some of which are industrial and cultural centres in the interior of the country, and in capitals of the republics. The case has arisen however where there are not enough places available for the number of qualified candidates. Matriculation depends on success in a competitive examination while selection is carried out	Higher non-university	

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
					through an entrance examination or depends on former academic achievement.		
8.2. Drugi stupanj fakulteta, visokih škola i umetničkih akademija (2nd cycle of faculties, colleges and fine art academies)		1st cycle diploma	2nd cycle diploma		With more accent on theory, it corresponds to the more familiar university degree standard. There are three levels which differ from one institution to the other even in the same university.	Higher university (1st degree)	
8.2.1. Fakulteti (Faculties)	2/3				The universities are divided into faculties. In Yugoslavia there are 8 universities as well as independent faculties, spread over 22 towns. The university of Zagreb for instance has most of its faculties in the town but also has faculties in five other towns of the Republic of Croatia. Such is also the case for the universities of Sarajevo and Belgrade with faculties in Montenegro which has no university itself. Outside the State system, but of equivalent standard, are the faculties of theology which are run by the respective churches in Belgrade, Zagreb and Ljubljana for the training of the priests.		
8.2.2. Visoke Škole (Colleges)	2				These colleges are academically equivalent to university faculties but tend to be more specialised and with a vocational bias. Thus, they may be both research centres and the highest educational institutions (as the faculties) in their respective fields, or only specialised institutions.		
8.2.3. Umetničke Akademije (Art schools)	2/3				Fine arts academies provide higher education in artistic fields. They offer specialisation courses for experts and can organise courses for the 3 cycles of higher education. As with the other institutions of this level, the departments are distributed over several centres. For instance, the Music Academy of Belgrade looks for an extra-mural department in two other towns in the Republic of Serbia. Art academies		

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
					train art experts for individual branches. They are entitled to organise the instructions at all three levels.		
8.3. Treći stupanj fakulteta, visokih škola i umetničkih akademija (3rd cycle (post-graduate) of faculties, colleges and fine art academies)	2	2nd cycle diploma (faculties, colleges and fine art academies)	Post-graduate diploma - Magisterium or specialist's diploma		Only those students who have shown aptitude for research work and specialisation in the course of their 2nd cycle studies may enrol for this type of diploma, which itself is an integral part of any course provided by faculties, colleges and fine art academies. The possibility of providing such a course depends largely on the availability of a scientific and teaching staff qualified to teach at this level. There is no separate post-graduate (3rd cycle) institution. This post-graduate course offers a choice of two alternatives: (1) Training research personnel (courses leading to the master's degree). There are systematically organised courses of studies which enable students to use research methods in their particular branch of learning, to undertake thorough and detailed analyses and research of problems connected with their discipline. The course leads to the university award of "magister" (master). (2) Advanced professional education; specialisation is a systematic advanced course of the theoretical and practical problems of a discipline based on the latest achievements and methods in order to acquaint students with modern technology and to enable them to solve problems which will arise in their future professions. Graduates are known as "specialists". It has been decreed that both courses should be of equivalent level, the only difference being that the "magisterium" holders can go on to doctoral studies.	Higher university (Post-graduate)	

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
					In some university centres both the "magistar" and "specialist" courses are run together so that at the end of the course the student has the choice between sitting the "magistarium" or the "specialisation" examinations. Specialisation in medicine and veterinary medicine comes under different regulations and differs from other courses in duration, practical experience required and institutions which provide it. Any faculty which can provide the material resources and the necessary scientific and teaching staff is free to set up 3rd cycle courses, whereas colleges, art schools and independent scientific establishments require legal permission to do so. It is becoming increasingly common for a certain number of faculties to amalgamate in order to set up a 3rd cycle course often working in close collaboration with independent scientific institutions. Thus, some faculties have introduced highly specialised 3rd cycle courses and enjoy the best specialists; the students attending these courses also come from all over the country. In this way rationalisation of resources, better quality of studies and greater efficiency can be achieved. In addition to systematic 3rd cycle studies leading to an advanced degree, a number of faculties organise shorter or longer (several weeks to several months) permanent or periodical courses. The aim of these courses is to inform students about the latest achievements in their respective branch of learning and to train them in the methods of practical application of these achievements.		

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
					The course is offered under the supervision of the faculty concerned, in factory departments (for engineers), medical centers (for physicians, dentists and pharmacists) in various institutions, in faculties themselves or in their affiliated institutions. Faculties organise these studies either themselves or at the suggestion of and co-operation with the institutions or organisations concerned, which also finance them. Most of these courses are organised for the students from the whole country. Each level of higher education reflects a degree of specialisation e.g. in technical education the 1st cycle confers the title of "engineer", the 2nd cycle "graduate engineer" while the 3rd cycle gives the title "master" or "specialist" followed by the name of the technical branch in which the student graduated. Recently, with the development of faculties, higher schools and art academies, the institutions of higher education have established wider connections with economic and social organisations. This has been followed by a series of internal changes, particularly in instruction and programmes. This trend is particularly noticeable in those faculties established with the assistance of the economic sector which finances their educational activities or programmes of research work.		

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
9. Adult education (Škole za obrazovanje odraslih)					The importance of this educational system lies in the fact that it meets a demand from people who did not complete ordinary schooling. This form of education provides a range of information, the aim of which is to provide facilities for "self improvement" on a national scale. It operates on various levels.	Adult education	
9.1. Osnovne škole (Primary schools)					The pupils of this school attend a "crash" programme enabling them to complete a normal 8 years course in 4 years.		
9.2. Škole za kvalifikovane radnike (Schools for qualified workers)					These schools enrol workers failing to complete previous training and enables them to obtain a recognised trade certificate.		
9.3. Tehničke i druge stručne škole (Technical and other vocational schools)					These schools are attached to the corresponding technical and other vocational schools. They are designed for people in employment.		
9.4. Škole za obrazovanje nastavnika (Teachers training schools)					These schools are attached to the corresponding teacher training schools. They provide an intensive programme.		
9.5. Gimnazije (General secondary school)					This school is also attached to the corresponding general secondary school.		
9.6. Škole za visokokvalifikovane radnike (Schools for highly qualified workers)					In these schools, workers already certificated, study for the higher qualifications.		
9.7. Škole za poljoprivredne radnike (Farmers' schools)							

Type of Education or Institution (1)	Length of Study (in years) (2)	Entrance Requirements (3)	Certificate (4)	Full/ Part Time (5)	Other Information (6)	O.E.C.D. Classification	
						Type of Education (7)	Years of Study (8)
9.8. Škole za ostali stručni kadar (Staff training school)							
9.9. Škole za socijalne radnike (Social workers training school)							

Fields of Study	O.E.C.D. Classification	Fields of Study	O.E.C.D. Classification
I. Više Škole (Higher schools)		Više poljoprivredne Škole (Higher schools of agriculture)	
Više Škole za spremanje nastavnika (Higher teacher training schools)		- Viša poljoprivredna Škola (Agriculture)	Agriculture
- Pedagoška akademija (Teacher training college)	Education	Više tehničke Škole (Higher technical schools)	
- Viša pedagoška Škola (Special teacher training colleges)	"	- Viša tehnička Škola (Multi-subject schools)	Technology
- Viša pedagoška Škola za ekonomiku domaćinstva (Domestic science)	"	- Viša tehnička građevinska Škola (Building and construction)	"
- Viša Škola za fizičku kulturu (Physical education)	"	- Viša tehnička Škola za građevnu industriju i građevinarstvo (Building and civil engineering)	"
Više pravne i upravne Škole (Higher schools of law and administration)		- Viša geodetska Škola (Surveying)	"
- Viša pravna Škola (Law)	Law	- Viša tehnička Škola za organizaciju rada (Work study)	"
- Viša upravna Škola (Administration)	Social sciences	- Viša tehnička Škola za sigurnost pri radu (Protection of workers against industrial accidents)	"
Više ekonomske Škole (Higher schools of economics)		- Viša tehnička mašinska Škola (Mechanics)	"
- Viša ekonomska Škola (Economics, finance, accountancy, domestic and foreign trade)	Social sciences	- Viša železnička tehnička Škola (Rolling stock)	"
- Viša ekonomsko-komercijalna Škola (Economics and commerce)	"	- Viša kemijsko-tehnološka Škola (Industrial chemistry)	"
- Viša statistička Škola (Statistics)	"	- Viša tehnološka Škola za nemetale i građevinske materijale (Non-ferrous metals and building materials)	"
Više turističke i ugostiteljske škole (Higher schools of hotel management and tourism)		- Viša tehnička tekstilna Škola (Textiles)	"
- Viša turistička škola (Tourist trade)	Social sciences	- Viša tehnička obućarska Škola (Shoe and boot making)	"
- Viša turistička škola ekonomskog smera (Higher school of tourist trade with economic bias)	"	- Viša grafička Škola (Graphics)	"
		II. Fakulteti (Faculties)	
Više saobraćajne i PTT Škole (Higher schools of post and telecommunications and transport)		- Filozofski (Philosophy)	Humanities
		- Filološki (Philology)	"
- Viša PTT Škola (Post and telecommunications)	Technology	- Prirodno-matematički (Natural sciences and mathematics)	Pure sciences
- Viša železničko-saobraćajna Škola (Railways)	"	- Prirodno-matematički i tehnološki (Natural sciences, mathematics and technology)	"
- Viša pomorska Škola (Navy)	"	- Za fizičku kulturu (Physical education)	Education
Više medicinske škole (Higher schools of medicine)		- Pravni (Law)	Law
		- Ekonomski (Economics)	Social sciences
- Viša medicinska Škola (Medicine)	Medical sciences	- Pravno-ekonomski (Law and economics)	Law/Social sciences
- Viša Škola za medicinske sestre JCK (Yugoslavian Red Cross qualified nurses)	"	- Fakultet političkih nauka (Politics)	Social sciences
- Viša stomatološka Škola (Stomatology)	"	- Poljoprivredni (Agriculture)	Agriculture
- Viša Škola za socijalne radnike (Training of social welfare staff)	Social sciences	- Šumarski (Sylviculture)	"
		- Poljoprivredno-šumarski (Agriculture and sylviculture)	"
		- Veterinarski (Veterinary medicine)	"

Fields of Study	O.E.C.D. Classification
- Biotehnički (Biotechniques)	Technology
- Medicinski (Medicine)	Medical sciences
- Stomatološki (Stomatology)	"
- Farmaceutski (Pharmacy)	"
- Farmaceutsko-biohemijski (Pharmacy-biochemistry)	"
- Tehnički (Technics)	Technology
- Arhitektonski (Architecture)	Architecture
- Arhitektonsko-urbanistički (Architecture and town planning)	"
- Arhitektonsko-gradjevinski-geodetski (Architecture, building, construction and surveying)	Technology
- Gradjevinski (Building and construction)	"
- Geodetski (Surveying)	"
- Mašinski (Mechanics)	"
- Mašinsko-brodogradjevni (Mechanics and shipbuilding)	"
- Saobraćajni (Transport)	"
- Elektrotehnički (Electrotechniques)	"
- Elektro-mašinski (Electrotechniques and mechanics)	"
- Elektronski (Electronics)	"
- Hemijsko-tehnološki (Industrial chemistry)	"
- Tehnološki (Industrial technology)	"
- Tehnološko-metalurški (Technology-metallurgy)	"
- Metalurški (Metallurgy)	"
- Rudarski (Mining)	"
- Rudarsko-geološki (Mining and geology)	"
- Rudarsko-geološko naftni (Prospecting and refining of oil)	"
- Rudarsko-metalurški (Mining and metallurgy)	"
- Teološki pravoslavni (Orthodox theology)	Humanities
- Teološki katolicki (Roman Catholic theology)	"
III. Visoke škole (Colleges)	
- Upravna (Government administration)	Social sciences
- Pedagoška akademija (Teacher training college)	Education
- Defektološka (Teachers in special schools)	"
- Muzička (Music)	Fine arts
- Industrijsko-pedagoška (Teachers in industrial schools)	Education
- Za fizičku kulturu (Physical education)	"
- Spoljne trgovine (Foreign trade)	Social sciences
- Komercijalna (Commercial economics)	"

Fields of Study	O.E.C.D. Classification
IV. Umetničke adademije (Fine art academies)	
- Akademija likovnih umetnosti (Fine art academy)	Fine arts
- Primenjenih umetnosti (Applied arts)	"
- Muzička (Music)	"
- Za pozorišnu umetnost, film, radio i televiziju (Dramatic art, films, radio and television)	"
- Za pozorišnu umenost (Dramatic art)	"

Teachers	Place of Training	Length of Study (in years)	Other Information
1. Osnovne škole (Primary)	I. Institutions only for teachers' training		They are institutions whose sole task is to prepare teachers for primary schools. Graduates of these schools are called "Combined-subject primary school teachers". Candidates must have completed primary education. These schools have already closed in some republics, except for teacher training schools for national minorities.
	I.1. Učiteljske škole (Secondary teacher training schools)	4-5	These schools have two streams: one for combined subject and the other for single-subject teachers.
	I.2. Pedagoska akademija (2-year post-secondary teacher training schools)	2	In Croatia, the two streams have lately been merged into one, offering the possibility of specialisation for either combined-subject or single-subject teaching in the course of their studies. Candidates must be secondary school graduates. Students are organised into study groups or departments covering as a rule two related subjects. There are also some one-subject departments, mainly for teachers of music, sculpture and painting and technical education. Graduates receive the title of subject-teachers.
	II. Institutions with tasks other than teachers' training		Institutions that have some other specific tasks. These are secondary schools which enrol primary school graduates. The graduates receive the title of special subject-teachers.
	II.1. Za fizičku kulturu (Secondary school of physical training)	4-5	
	II.2. Muzička škola (Secondary school of music)	4-5	
	II.3 Škole za primenjene umetnosti (Schools of applied arts)	4-5	
	II.4. Učiteljske stručne škole (Vocational teacher training colleges)	4-5	
	II.5. Teacher training schools for upper cycle of primary schools	2	These are higher schools which prepare teachers for higher cycle of the primary schools. They enrol secondary school graduates (preferably from "gimnazija" and secondary teacher training schools). The graduates receive the title of subject-teachers.

Teachers	Place of Training	Length of Study (in years)	Other Information
	II.6. Šestogodišnja Pedagoška Akademija (6-year post-secondary teacher training schools)	6	These 6-year post-secondary teacher training schools are found only in Montenegro. In the first four years, teaching is organised along the same lines as in secondary schools while in the 5th and 6th year it follows the lines of post-secondary teacher training schools (see I.2. above). There is not any final examination at the end of the 4th year. Students are both combined-subject or single-subject teachers.
	II.7. Post-secondary specialised teachers' training schools	2	These schools train subject-teachers. They enrol secondary school graduates and offer a course of 2 years.
	II.7.1. Tehničko obrazovanje (Technical education)	2	
	II.7.2. Fizičko obrazovanje (Physical training)	2	
	II.7.3. Domaćičke (Home economics)	2	
2. Secondary (1st and 2nd cycles)	Secondary teachers' training colleges		Teacher training colleges, faculties and art academies train mainly teachers for secondary schools, young research workers and people who can work in cultural or other public institutions. Some of their graduates find employment in primary schools. They obtain the title of senior teachers. Teachers in secondary schools are those with university, college, post-secondary or secondary qualifications.
3. Further training of teachers			There are also institutions for pedagogical refresher courses for teachers.
	Regional institutes for the promotion of educational techniques		They have recently established very close ties with associations of schools of a given type; with teacher training schools and faculties and with other interested bodies or institutions. The first stage of teachers' further training consists of the following:
	Institutes for the promotion of vocational and technical education		(a) The trainee induction period (compulsory for all teachers for the first time). It is to acquaint the young teachers with the educational practice through a special programme of induction to the organisation, pedagogic, methodological and technical problems of the schools. (b) The preparatory seminar in teaching techniques is organised by teacher training institutions for people with different backgrounds (technicians, economics) who are taking up teaching as a career. (c) the demonstration of practical teaching skills which gives a certain number of demonstration periods each year until the teacher takes his professional examination.

Teachers	Place of Training	Length of Study (in years)	Other Information
			(d) The professional teacher examination. The second stage of further training is provided by teacher training institutions in co-operation with pedagogic service units, for experienced teachers in schools, its aim being to acquaint them with new developments in their own subjects and in the science of teaching. There are also radio and T.V. broadcasts for schools based on curricula of the school programmes. The topics dealt with are mostly from literature, history, geography and foreign languages.
4. Higher education			(a) Teaching staff in higher schools (više škole) is made up of senior and junior lecturers. Senior lecturers are required to hold a university degree, have published several papers and have several years of teaching experience in their particular field or have experience of administrative duties. They are also required to show evidence of their ability and efficiency in the carrying out of their teaching duties. Teaching staff in higher schools are appointed on the same basis as university staff. Senior staff appointments are made for a period of 5 years at the end of which they may be re-elected. Junior staff appointments last 3 to 4 years and are also subject to re-election. (b) Teaching and scientific staff of faculties, colleges and fine art academies are composed of senior staff and their assistants. The senior category includes: Titular professors: who are appointed on the strength of their qualifications and publications. Candidates are required to hold a doctorate, to show their ability to teach their subject, and to have published either scientific, technical or literary articles of the highest standard, or to have undertaken additional research work furthering the theoretical and practical knowledge in their field. Appointments are made for life but in some republics all teaching staff over 60 enjoy this privilege. Extraordinary professors (Assistant professors): are required to hold virtually the same qualifications as titular professors and to perform identical functions but are appointed for a period of 5 years. Senior lecturer: are recruited among the holders of the "magister" degree which is awarded on completion of 3rd cycle of university. Some faculties however require the doctorate. Appointments are valid for 5 years. Lecturers: In general lecturers have published several articles in their particular field and have a long experience either in teaching or in the exercise of professional activities. Appointments are valid for 5 years but this grade is considered temporary.

Teachers	Place of Training	Length of Study (in years)	Other Information
			Junior lecturers: A 1st degree and some experience in teaching are required. Appointments last 3 years. This is also considered a temporary grade. Assistants are as follows: Supervisors of class and lab. work, assistants, the "lecteurs" and art instructors. All assistants must hold a 1st degree. Concerning the assistant proper, they are required to show an interest in and aptitude for scientific work and ability to give lectures. Supervisors of class and lab. work are generally recruited among experienced assistants. The "lecteurs" are employed only by the philology and arts faculties and only where a modern language is the main subject. Their duties are supervised by senior members of staff and are equally divided between teaching and research. They are appointed for a period of 3 to 5 years. Recruitment of university teaching staff is done through competitive examination. The faculty board must give its approval to the choice of candidates submitted by the board of teaching staff who have based their choice on a special committee report. In some faculties staff are appointed on a part-time basis. Their qualifications, period of appointment and teaching duties are similar to those of full-time staff. In Yugoslavia there is considerable mobility among university staff and exchanges between universities at home and abroad are frequent.

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